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ABSTRACT

This unit on Wyoming government presents concepts, activities, and stories for elementary school students. Concepts stress that the functions of government are determined according to the demands, needs, and traditions of the people; each part of government has a special function; as citizens, we should be loyal to the underlying concepts of our democratic government; every citizen has equal rights; and a study of government divides itself into a knowledge of theories, systems, structures, and processes. Students invite a local legislator to class, view a slide presentation on legislation, invite a county commissioner to discuss how the county works, make a calendar using pictures of county and city buildings, list governors who have served Wyoming, hold a mock trial, and create a government within the classroom. Reproducible materials include a six-page "Suggested Guide for the Study of Your County," puzzles, a map for locating county seats, states, and capitols in Morse Code, instructions for making a replica of the capitol building, a flag, jigsaw puzzle, and a copy of a state bill. An essay discusses politics and government from 1920 to 1940. Resource people and books are listed. Reproducible maps are also included. (KC)

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UNIT VII

WYOMING GOVERNMENT

BY: TERRY ROBINSON

Wyoming Studies Development Model,

A Title IVC, Fy '80 Project, Directed

By Malcolm Cook, Social Studies Consultant

Draft III

SO 013 328

Dr. Byron Barry, Superintendent of Schools

Laramie County School District Number One

Cheyenne, Wyoming

The State of Wyoming

Department of Education

Hathaway Building

Lynn Simons
Superintendent of Public Instruction

Cheyenne Wyoming 82002

WYOMING STUDIES DEVELOPMENT MODEL
(WySDM)

1979-81

A Federal Title IVc Project developed by
Laramie County School District Number One,
Cheyenne, Wyoming in cooperation with the
Wyoming State Department of Education,
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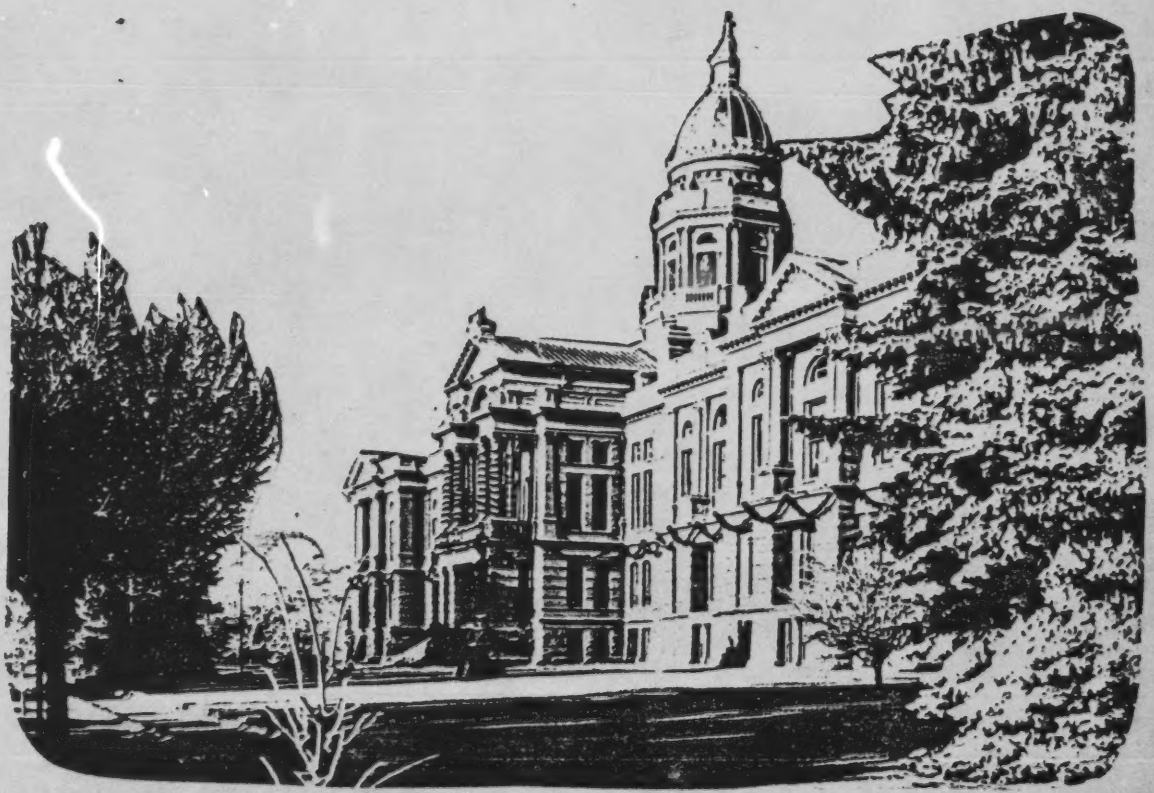
Wyoming Government

Unit VII



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INTRODUCTION

INTRODUCTION TO UNIT VII

Unit VII, "Wyoming Government," has been, in some ways, the most difficult to deal with because of the many abstract concepts and moral values dealt with. You, the teacher, will have to decide much of what you use from this guide. More so than any other, this guide will call on you to use your expertise and knowledge of your students in adapting this material for your use in your classroom.

As this is the last of this series we again wish to thank all those who have contributed ideas, advice, and time to make these seven units worthwhile and useful.

As facilitator of the WySDM project it has been my privilege to work with each of you. Thanks for being so helpful - especially the task force teachers.

If you have a complete set of these materials you should have Units I through VII. Their titles are:

I. Wyoming Geography & Geology
II. Wyoming Indians
III. Role of the Military
IV. Wyoming's Early Settlement
V. Coming of the Railroad
VI. Wyoming:Territory to Statehood
VII. Wyoming Government

If you don't have a complete set contact the district's social studies coordinator, Malcolm Cook, and ask for them. A prototype kit for each unit is available from the Curriculum Resource Center of the district or again by contacting Malcolm Cook.

Again, Dr. Harold Brown's book, Wyoming Occupance Atlas, was most helpful, as was A Teaching Guide for the Cultural History and Geography of the

Western Frontier and Upper Missouri Region, published by the Educational Research and Service Center, University of South Dakota. We thank these people, and others, for their support and ideas.

Malcolm Cook, Director

Terry Robinson, Facilitator

CONCEPTS FOR STUDENTS

WYOMING GOVERNMENT

CONCEPTS

1. The present functions of the community and state government are determined according to the demands, needs, and traditions of the people.
2. To meet these needs and function more effectively our government is divided into parts.
3. Each part has a special function.
4. We are citizens of several forms of government.
5. As citizens we should be loyal to the democratic concepts underlying our republican form of government.
6. Under our Constitution and laws every citizen has equal rights, privileges, and responsibilities regardless of race, creed, color, or sex.
7. A study of government divides itself into a knowledge of theories, systems, structures and process.

WYOMING GOVERNMENT - UNIT VII

I. The present functions of the community and state government are determined according to the demands and needs of the people.

At the end of this unit the student will:

1. be made aware that "popular sovereignty" (the people have the power) is the main idea of our government.
2. know we live in a representative democracy.
3. know that democracy means "the people rule."
4. know that there are two kinds of democracy:
    a. direct democracy - all eligible voters take part in government decisions.
    b. representative democracy or republican government - eligible voters elect representatives to speak and make decisions for them.
5. know Wyoming has a representative democracy/republican form of government, and the voters of Wyoming elect the people they want in government to work for them. This is one way the people make their needs and demands known to the government.
6. know that the following state officials are elected to help carry out the demands and needs of the people:

    Governor
    Secretary of State
    State Treasurer
    State Auditor
    State Superintendent of Public Instruction

    (you may want to have your students aware of the names of these officials.)
7. be made aware that Wyoming has two major political parties, and by working in political parties a person can make their needs and wants known to more people than by working alone.

II. To meet these needs and function effectively our government is divided into parts having special functions.

At the end of this unit the student will:

1. know that we have three parts/functions of government . These parts are most often referred to as branches.

2. know one branch is called the legislative branch, and its special function is to make the statutes (laws) of our state.

3. be aware that Wyoming has a bicameral, or a two-house legislature.

    a. one house is called the Wyoming State Senate.

    b. the other house is called the Wyoming House of Representatives.

4. know a second branch of government is called the executive branch; its special function is to enforce and execute the laws of the state. It is headed by the Governor of Wyoming.

5. be aware that almost all of the many state agencies belong to the executive branch of government.

6. know that the third branch of government is called the judicial branch, and its function is to judge the laws of Wyoming and protect the rights of citizens and the rights of the state. It is headed by the State Supreme Court.

7. be aware that the Wyoming judicial system is composed of:

    a. The Wyoming State Supreme Court

    b. The Wyoming District Courts (9 districts)

    c. Other state courts

        1. County Courts

        2. Justice of the Peace Courts

        3. Municipal Courts

State Flag
Adopted
Jan. 31, 1917

State Flower
Indian Paintbrush
Adopted
Jan. 31, 1917

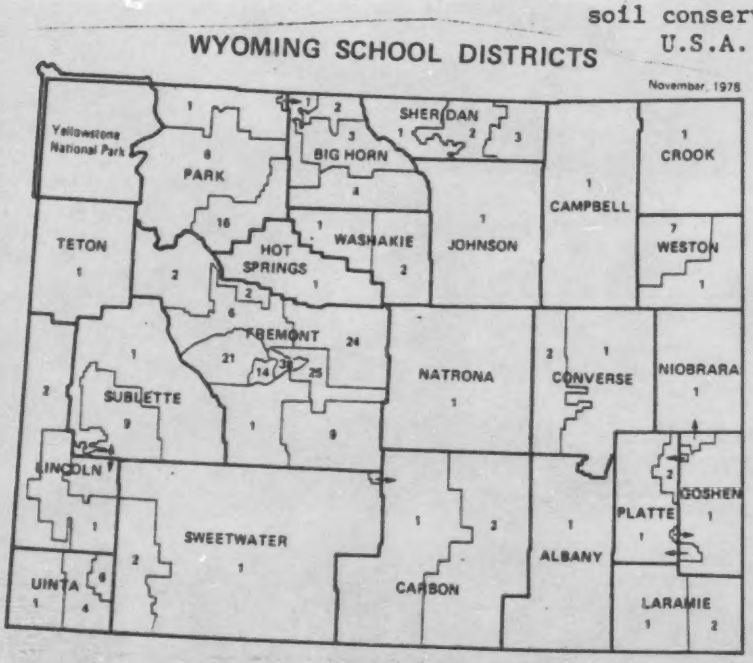
WYOMING GOVERNMENT - UNIT VII

VII. We are citizens of several forms of government besides State Government.

At the end of this unit the student will:

1. know Wyoming is divided into 23 counties.
2. be aware that the counties carry out many of the rules and regulations of the state.
3. know the counties have a central place to conduct their business called a county seat. Cheyenne is the county seat of Laramie County.
4. be aware that there are municiapl governments that govern Wyoming's many incorporated towns and cities.
5. know that school districts are a form of local government.
6. be aware that there are several other governments we live with. Such as:

fire districts
irrigation districts
cemetery districts
soil conservation districts
U.S.A.



IV. As citizens we should be loyal to our democratic form of government.

At the end of this unit the student will:

1. know that loyalty means obeying and upholding the statutes (laws) of the state and conducting oneself in a manner acceptable to society.
2. know that loyalty also means keeping the elected offices filled with honest people.
3. be made aware that there are legal ways to make changes in government if those who govern don't respond to the needs and demands of the people. Election/voting is a peaceful form of revolution.
4. know we have two major political parties to help keep people informed as to how the government is working. (The many moral issues and values of our political system may be addressed at this time. Elementary students, with the help of the teacher, should be able to demonstrate an understanding of such concepts as loyalty, honesty, respect, authority, justice, privacy, freedom, responsibility, equality, and diversity.
5. you may want to interject the age old question -- "to what is one loyal?"
    a. nation as conceived?
    b. nation as it developed?
    c. nation as it is?
    d. nation as I think it ought to be?

V. Under our Constitution and laws every citizen has equal rights, privileges, and responsibilities - regardless of race, creed, color, or sex.

At the end of this unit the student will:

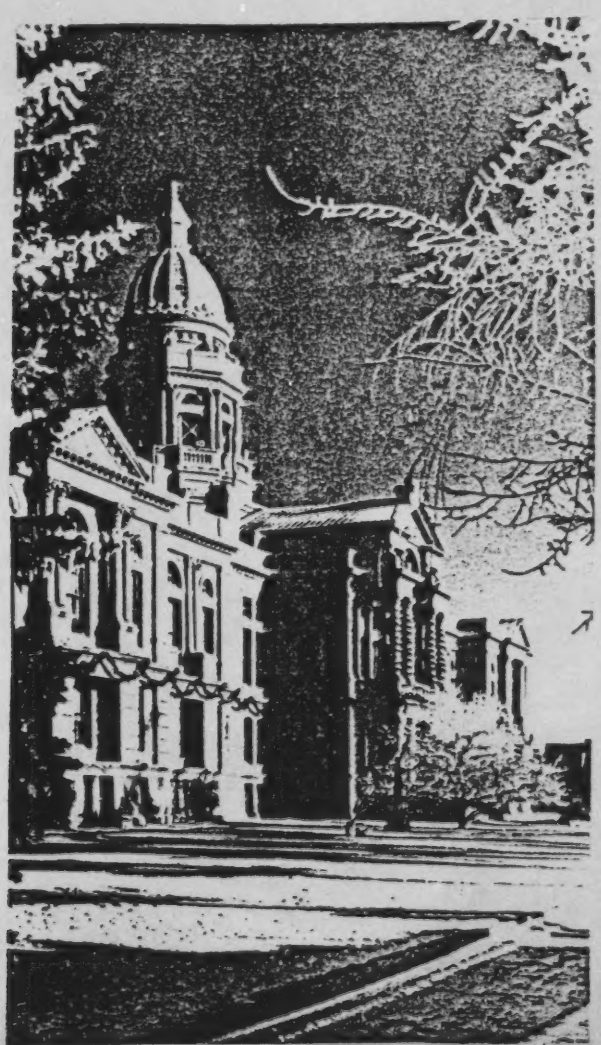
1. know that governments exist to protect the rights of the people, both as individuals and as groups within our society. (Re: The Declaration of Independence.)
2. know that statutes and ordinances (laws) have been passed to make sure our rights are protected.
3. be aware that the Constitution of Wyoming is a legal document. It makes our government legal and makes government responsible to the people.
4. be aware that all rights carry with them certain responsibilities, and if we are to have our rights protected we have to act in responsible ways.

PREAMBLE
OF
THE
WYOMING CONSTITUTION

"We, the people of the state of Wyoming, grateful to God for our civil, political and religious liberties, and desiring to secure them to ourselves and perpetuate them to our posterity, do ordain and establish this constitution."

VII. A study of government divides itself into a knowledge of theories, systems, structures, and process. These are some simplified samples:

1. Theories - a. Government is the servant of the people.
   b. The State is all important.
2. Systems - Democracy, Communism, and Facism
3. Structure - Dictatorship, Pure Democracy, Republican Democracy, Parliamentary Government.
4. Process - One party government
   Two or more party government
   Dynasty rule



At the time of this publication the elected officials of Wyoming are:

Governor -- Ed Hershler

Secretary of State -- Thyra Thomson

State Auditor -- Jim Griffith

State Treasurer -- Shirley Wittler

State Superintendent of Public Instruction -- Lynn Simons

These people serve a 4 year term. They were elected or reelected to office in 1978.

Members of the Wyoming House of Representatives serve a 2 year term, and all are up for reelection in 1982.

Members of the Wyoming Senate serve a 4 year term. One-half are elected every 2 years.

State Bird
Meadowlark
Adopted
Feb. 5, 1927

State Tree
Cottonwood
Adopted
Feb. 1, 1947

ACTIVITIES FOR STUDENTS

GOVERNMENT

ACTIVITIES

1. Make a bulletin board display of political advertizing materials.

2. Being in Cheyenne affords the opportunity to take several field trips not always available to other schools. Field trips to the State Capitol Building can be arranged by calling 777-7220. Other trips could include the State Museum or other state buildings.

3. Invite a local representative or senator to your class and have them talk about the legislative process to your class. Be sure to remind your visitor of your class age level.

4. Both major political parties have teenage clubs. Invite a member to your class. These groups can be reached by calling the county chairpersons. For the Democrats call Roger McDaniels at 635-4444 and for the Republicans call Bill Thomson at 634-8892.

5. Mrs. Betty Giffin has prepared a slide presentation on "Legislation" geared to elementary students. This is part of a Capitol Building tour. Be sure and see it. Call 777-7220 to make arrangements.

6. A visit to the Wyoming Supreme Court can be arranged by calling the Court Coordinator's office at 777-7875.

7. Invite a County Commissioner to class to discuss the way the county works. Other county agencies could be visited. Information on the county can be obtained by calling 638-4200.

8. Information on various city agencies can be obtained by calling 637-6200. A visit to City Hall or a fire station, even the city jail might be arranged.

9. Several sets of materials (including tapes, films and simulations) on values and such concepts as authority, justice, and property are available through the district office of Malcolm Cook (632-0591 ex.215) or the Involvement Learning Center at the University of Wyoming in Laramie. To contact the ILC call 766-5279.

10. Make a calendar using pictures of county and city buildings, or of some local elected officials. Calendars are not difficult to make, but you should have a central theme. "Buildings in Our Town", "Famous People in our Community", "Historic Landmarks in our Town", are but a few ideas. One way is to cut cardboard back 6"x9". Rubber cement a 6"x9" sheet of colored construction paper to it. Cut 11 6"x6" squares of construction paper for backgrounds. Cement pictures on. Punch holes in top and string with yarn. Cement pre-printed calendar to the bottom section (3"x6").

ACTIVITIES - continued

11. Make a "Wyoming Things" bulletin board display. State symbols and various counties could be displayed.

12. Make a list of Wyoming's firsts. This might be displayed on a chart or bulletin board.

13. Make a map of state institutions showing their location. Write a paragraph on each telling why they exist.

14. Trace the history of the government of Wyoming from its acquisition to statehood. How many flags have flown over Wyoming?

15. Compile a list of governors who have served Wyoming. Write a brief biography of one or more.

16. Also, try to find records about local government officials -- mayors, law enforcement officers, postmaster, council members, or others.

17. Land ordinance legislation set aside "school land" in each township. Secure a map of the county from the county engineers office and locate the school lands. Have there been school houses on any of these sections? Try to find out how tax money received from school lands is used.

18. Using the "How to Make a Jigsaw Puzzle" instructions, make a puzzle of Wyoming. The instructions are on page

19. "How to Make a Model of Your State's Capitol Building" is a fun exercise for a small group.

20. Other items in the "How to" group may be fun to do.

21. Have the students make-up cross-word puzzles using county or county seats as words. Any questions on Wyoming could be used. Have them trade with their neighbors and see if they can work each other's puzzle!

22. Hold a mock trial or invite a judge to your class.

23. Have the class hold a mock legislature and write and act on class bills. A copy of a bill, with explanation, is included for you to look at.

24. Create a government within your own classroom. Campaign, elect, appoint, write your own laws.

25. Explain reasons for changes in the county boundries. (See maps in map section.)

KNOW YOUR COUNTY

A SUGGESTED GUIDE FOR THE STUDY OF YOUR COUNTY

I. Location
- A. In relation to other counties
- B. Latitude-significance in relation to climate
- C. Longitude-time belt

II. Size
- A. Square miles
- B. Acres
- C. Compare with other Wyoming counties
- D. Compare with some New England states

III. Population
- A. Last census figures
  - 1. Urban
  - 2. Rural
- B. How distributed? Reasons
- C. Is population now increasing or decreasing? Why?

IV. Topography
- A. Mountains and hills. Names of ranges and peaks.
- B. Lowlands
  - 1. Lakes
  - 2. Lake beds
  - 3. Playas-alkali flats
  - 4. Alluvial washes
  - 5. Valleys
- C. Rivers and streams.
- D. Parent rock, igneous, sedimentary, metamorphic

V. Soils
- A. Bare mountains
- B. Soils washed to valleys
- C. Kinds of soils
- D. Plot soils of county, showing prevalent ones
- E. Where do the best crops grow?
- F. Where are the grazing lands?
- G. Is the desert land fertile?
- H. Where is the mineralized soil?
- I. Where is soil suitable for:
  - 1. Grass
  - 2. Cultivated crops
  - 3. Sagebrush
  - 4. Greasewood
  - 5. Pines
- J. Take several profiles of soil by cutting down with a sharp shovel for two feet. What kinds of soil do you see?
- K. Why is soil so important?
- L. Is rock sometimes more important than soil?

VI. Climate
- A. Temperature
  - 1. Latitude
  - 2. Elevation or altitude
  - 3. Prevailing winds
  - 4. Warm and cold seasons. High and low temperatures.
    - a. What is the length of your frost-free season?
- B. Precipation
  - 1. Effect of mountains on rainfall and snowfall
  - 2. Effect of prevailing winds - general direction of storms
  - 3. Annual average
  - 4. Seasonal average
  - 5. What months have the most rainfall? Snowfall?
  - 6. What are the dry months?
  - 7. Do you have local fog belts?
  - 8. Do you have pogonip?
- C. Influence of climate on your way of living
  - 1. Kinds of food, clothing and shelter
  - 2. Industries
  - 3. Recreation
- D. Climatic changes through the ages
  - 1. What evidences are there that the climate of your county has gone through changes?

VII. Vegetation - Wild (Kinds and location)
- A. Shrubs
- B. Grasses
- C. Trees

VIII. Vegetation - Cultivated
- A. Trees - kinds
- B. Grazing lands - location
- C. Croplands (see land use)

IX. Animals - (Kinds and habitat)
- A. Wild
- B. Domesticated (see land use)

X. Water Supply
- A. Rainfall (see Climate)
- B. Why is the evaporation rate usually high?
- C. Drainage
  - 1. If poor, why?
    - a. No outlets
    - b. Non-porous soils - underground waters
  - 2. Lakes
    - a. Fresh
    - b. Saline
  - 3. Drainage from mountains
    - a. Makes valley soils
    - b. Causes washouts
  - 4. Rivers
    - a. Source
    - b. Seasonal flow
      - (1) Storage facilities
    - c. Volume
    - d. Peculiarities

D. Deep wells
   1. Good water at great depth when clay is found
   2. Why cleaner than surface water?
   3. Why is the supply more dependable?
E. Shallow wells
   1. "Hard" water often
   2. Supply uncertain
F. Where does your drinking water come from?
G. The water for your farms and stock
H. Locate the rivers and lakes in your county
I. Of what use are springs?
   1. Locate as many as you can
   2. Give the history of a spring
      a. What kind of water does it have now?
J. Irrigation - artificially regulated supply
   1. Where are your dams?
   2. Where are your reservoirs?
   3. How much land is watered?
   4. Locate the main reservoirs and canals or irrigation ditches
   5. What other purposes besides water storage do the reservoirs serve?
   6. How many acres of land are watered by rainfall or rivers?
   7. Why is irrigation necessary in Wyoming?
   8. History of water supply in your county
      a. Did water attract settlers? When?
      b. Did your county benefit from the Homestead Act?
      c. What size farms or ranches have the settlers had through the years in your county? Has the size changed? Why?
   9. What is meant by the phrase "following the water"?

XI. Land Use
A. List factors which determine why lands are used for a certain purpose.
B. What is wasteland?
C. Croplands
   1. What crops are raised and what is the acreage in each crop?
   2. Why are alfalfa, wheat, and barley good crops here?
   3. What is meant by wild hay?
   4. Many farmers have gardens and orchards for their own use. Why aren't these products raised for markets outside Wyoming?
   5. What crops were raised by the early settlers?
D. Why is grazing land so important to most ranchers?
E. What is meant by "winter feeding"?
F. Does the farmer in your county market his goods at home, elsewhere in the State, or outside the State?
G. Livestock
   1. List all the domesticated animals of importance in your county.
   2. Where is this livestock marketed?
   3. We have great amounts of wool and hides, why aren't they manufactured into goods in Wyoming?
   4. Where were the early ranches in your county?

H. Manufacturing and Processing
   1. Kinds
   2. Raw materials found in your county
   3. Power resources - coal, gas, oil, or water power
      a. Effect on manufacturing.
   4. What markets do we have for manufactured goods?
   5. What influence do high freight rates have on our lack of manufacturing enterprises?

I. Hunting and fishing: Compare early days with present time.

J. Mining
   1. Name minerals in your county.
   2. Do you have mills for reducing ores? Where? Describe one. What process?
   3. Was mining important in the settlement of your county?
      a. What was mined?
      b. What were the mining camps?
      c. Are there any ghost towns? (Get stories about them.)

K. Lumbering
   1. Logging - past and present
   2. Saw mills - past and present

L. Tourism - Define
   1. Name State and national parks in your county.
   2. Locate all spots of scenic interest.
   3. Do you have resort hotels? Where?
   4. What inducements have you to attract tourists? Seasonal attractions?
   5. Do you have good hotels? Motels? Where located?
   6. Are your scenic spots well advertized?

XII. Transportation

A. Indian routes of travel in your county

B. Early routes for white men

C. Present-day highways
   1. Locate all highways in your county.
   2. Compare with early roads

D. Locate the railroads that are in your county.
   1. Why were they built there?
   2. Have any railroads been discontinued? Why?

E. Locate the airfields in your county.
   1. What lines fly in your county?
   2. Why is air travel so important to Wyoming?
   3. When was the first airport built?

F. Carriers
   1. Railroads
   2. Bus lines
   3. Truck lines
   4. Air transport
   5. Locate depots
   6. What goods are carried in and out of the county?

XIII. People

A. Indians
   1. Tribes
   2. Ways of living
   3. Relationships with early settlers

B. Early Settlers
   1. Why did the first settler come?
   2. What nationalities?
   3. What religious trends?
   4. How did they make a living?
   5. Influences of early settlers in our county today

C. Housing
   1. Homes - kinds, early and present day
   2. Schools
      a. First schools in your county, location, building material, size
      b. Present day schools; note changes in buildings
   3. Churches - number, denomination
   4. Public buildings - when built?
   5. Store buildings - location and kinds
   6. Gas stations
   7. Places of entertainment
   8. Factories

D. Social Life and Cultural Life
   1. Social life in early days in your county
   2. Social life today
      a. Do most people have radios or television sets?
      b. How many movie houses are in your county?
      c. Do you have any parks?
      d. What seasonal amusements do you have?
      e. What musical entertainment do you have?
      f. Do you have a county museum?

E. Education in Your County
   1. What is the total school enrollment in your county? Compare with 10 years ago.
   2. How many elementary schools are there?
   3. How many high schools?
   4. How many parochial schools?
   5. Are evening classes held in some of the towns in your county? Where? What classes?
   6. Does the University of Wyoming give classes in your county?
   7. Are there vocational classes given in your county?
   8. Do you have a county library?
   9. Have educational facilities changed much since the early days?

F. Religious Life in Your County
   1. Did religion play a part in the early days of your county?
   2. What denominations have churches today?
   3. How do the churches affect the lives of the people in the communities?

G. Economic Life in Your County
   1. What different industries are there?
   2. How long is the working day for most people?
   3. How many days a week do most of the people work?
   4. Do many people own their own homes?
   5. Do most people in your county have satisfactory living conditions?
   6. What stores do you have?
      a. Can you buy most of the things you need in these stores?
   7. Do many tourists visit in your area?
   8. Do many people work in hotels and motels?

9. What is the general economic condition of your county?
10. What seems to be the future economic condition of your county?
    a. Has it changed much in 10 years; 20 years; 30 years?

H. Public Utilities
1. List the public utilities.
2. Who owns them?
3. Is the water supply adequate?
4. Is the power adequate?
    a. How are the ranches and farms serviced?
5. What fuels are available?
6. What telephone service does your county have?
7. Compare with utilities in early days.

I. County Problems
1. What are the greatest needs of your county?
2. Do the roads and highways serve adequately?
3. Do you have enough schools?
4. Are there juvenile problems?
5. Are the aged properly cared for?
6. Is law-breaking a big problem in your county?
7. Is your county growing so fast that housing is a problem?

XIV. County Government
A. County Seat
B. County officers
1. Who are they?
2. What are their duties?
3. How do they become officers?
    a. Election
    b. Appointment
C. How do your county officers help or protect you?

FIND THE COUNTIES

S W E E T W A T E R A H O T S P R I N G S B P A R K

H C D F I J K L O B E F G S H O G U A N S G S L O D

E F I R S T G U W C H E Y E N N E H T I Y X O B P A

R G S J C B O O R B I H V C I D G E R J Z M A A Q Z

I H U Q W P W A S H A K I E Y J G F O K N B D N Y Z

D I B M A L O J K H L I U X F Z K J N L C E C Y F Y

A J L G R K M I G H E J T E Z L A R A M I E X G H B

N K E F R C D N J E F N D S X E T U L W A W B K E I

L M T M E E C A R B O N R Y S R A R A P A H O L G G

F N T Y N A R I D O B K O R P Q P L A T T E H I M H

R O E V W O O E B A Q L E A L I T T L E H O R N N O

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M Q T Q J L K Y O C N I O B R A R A Z D O C B P A N

O R S A Q O X N P O K M G Q R S F E Y G H I J K Q L

N L I N C O L N C A M P B E L L M Y U I N T A T S R

T S B C W M E D X J H S N I A L P F I H S E I J A P

O C O N C O R D Z I A O Q O U V A C E G O D C O B Q

T E T O N A T R S K S P U V W W E S T O N X Y Z J R

Laramie
Goshen
Crook
Albany
Lincoln

Sweetwater
Niobrara
Uinta
Sheridan
Big Horn

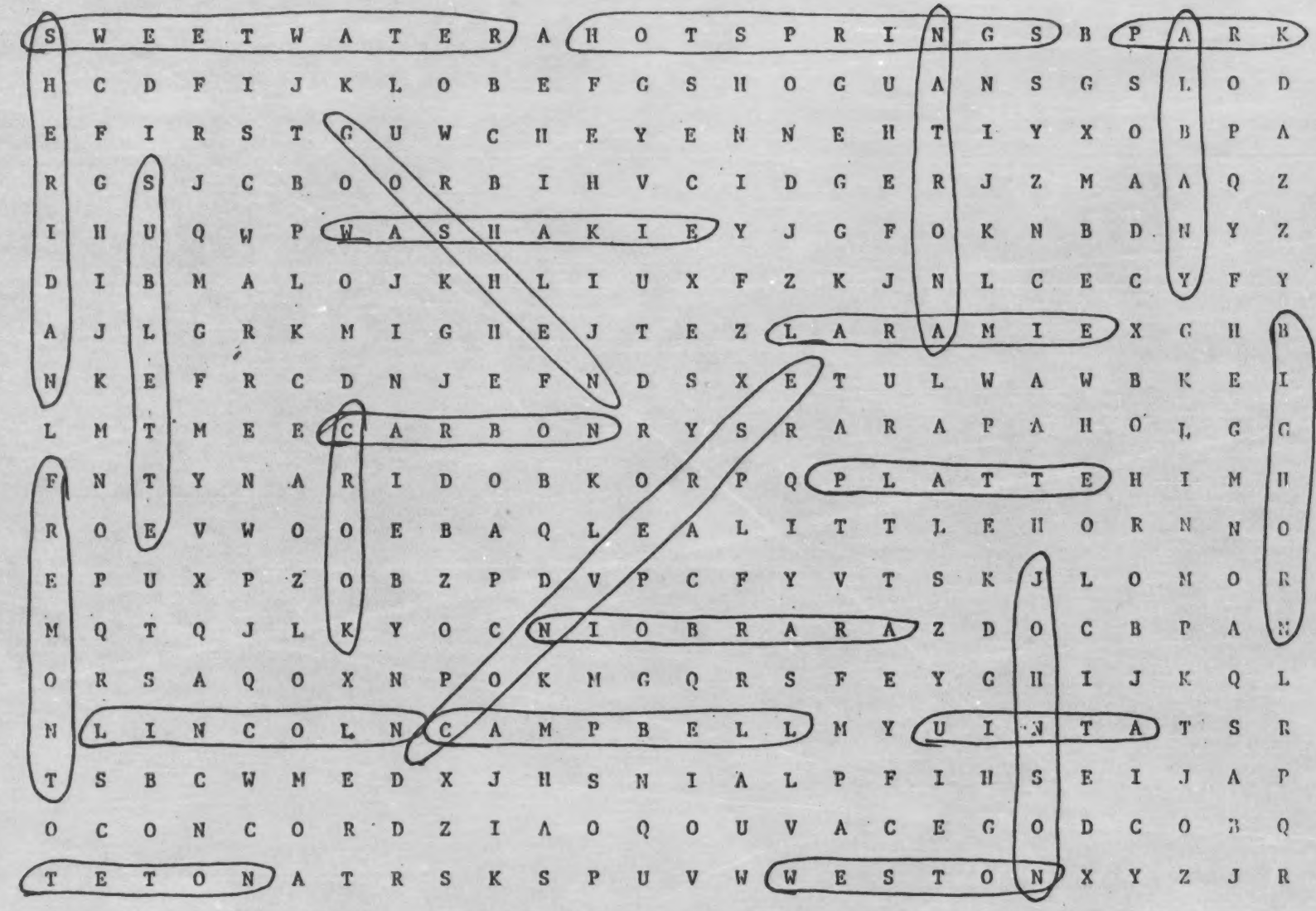
Converse
Weston
Johnson
Hot Springs
Natrona

Fremont
Teton
Campbell
Sublette
Washakie

Platte
Park
Carbon

TEACHERS KEY

FIND THE COUNTIES



Laramie
Goshen
Crook
Albany
Lincoln

Sweetwater
Niobrara
Uinta
Sheridan
Big Horn

Converse
Weston
Johnson
Hot Springs
Natrona

Fremont
Teton
Campbell
Sublette
Washakie

Platte
Park
Carbon

FIND THE COUNTY SEATS

T H E R M O P O L I S A C B J E L M P C O B W L G

O A T S Q P N M L K H J H I H F C E B C A S P E R

R X B X Z A S T Q R E K E J A W X Y A Z A M N O E

R Y W C Y L A N D E R H Y L V B Y Z L A R A M I E

I Z U V D B P O N M I L E V A N S T O N L P Q R N

N O R A W L I N S C D K N U M W X C V K S M L K R

G A H D E T E U F V A W N X Y S Z J D U T N O J I

T F B U J A C K S O N J E T B U N H G B E F I P V

O G V C S R E Q F H I Q R C S N I O P Q A H Q T E

N A C B D D P G P G T P D R S D O U G L A S R S R

W X B U F F A L O Y H I Z B C A E D F G X Z I T U

C W A C Y O E F D Q E N R S T N W H E A T L A N D

O Z B X N N E N P F O E I U B C A C E Z Q Y X W V

D A K M D M A E F L M D V J D E U V W P A C E G H

Y J L G F L D G N G W A E F C I L L E T T E S T I

U K H I R K G H I X H L M O N L B U O A L R Q K J

V J I O H C J I Y J Q E K L P C M S L N O P D E F

N E W C A S T L E B G A T R H I J K E M M E R E R

Kemmerer
Newcastle
Worland
Pinedale
Gillette

Sundance
Wheatland
Thermopolis
Buffalo
Douglas

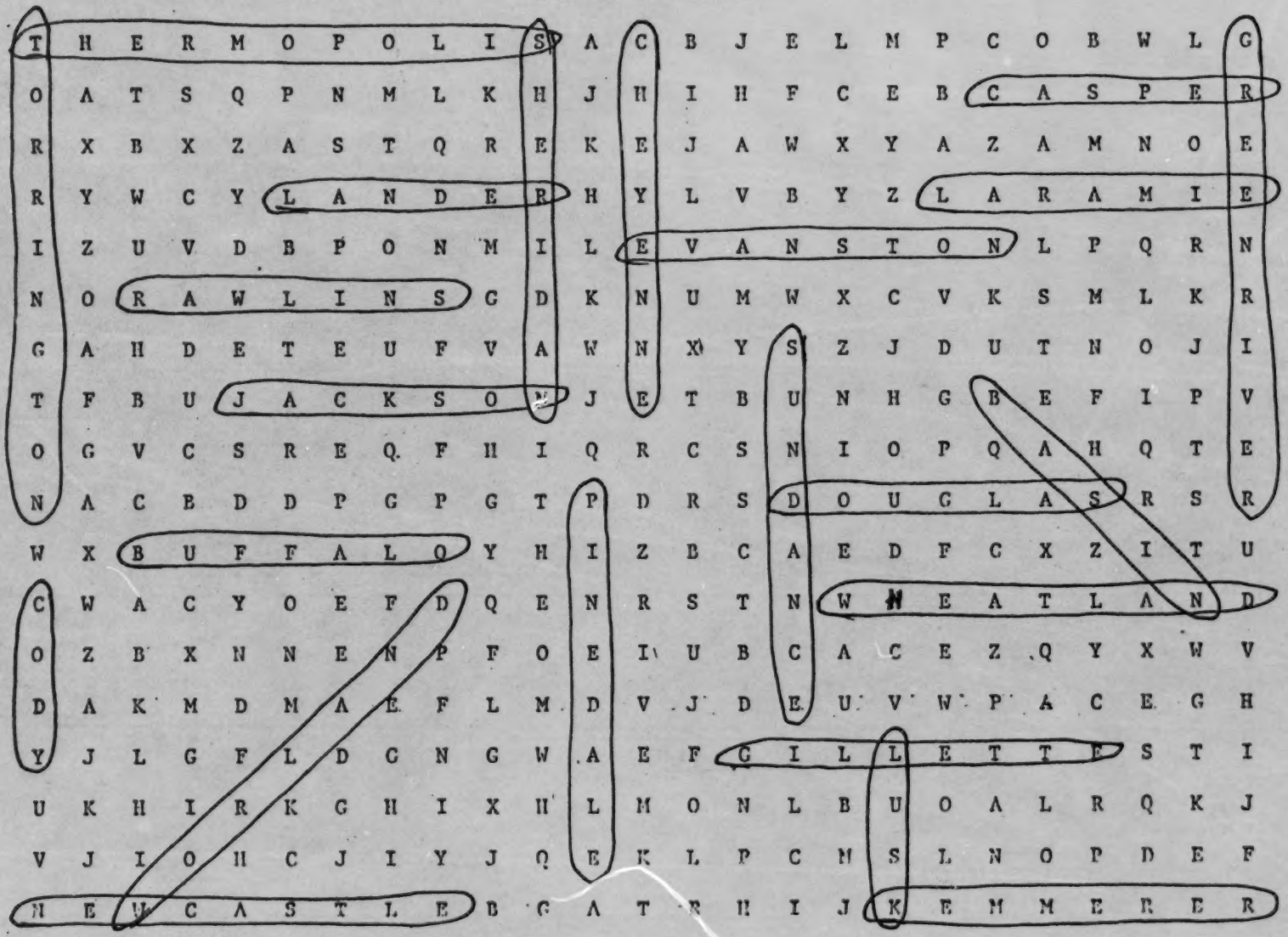
Evanston
Laramie
Cheyenne
Lander
Casper

Green River
Sheridan
Torrington
Cody
Rawlins

Jackson
Lusk
Basin

TEACHER KEY

FIND THE COUNTY SEATS



Kemmerer
Newcastle
Worland
Pinedale
Gillette

Sundance
Wheatland
Thermopolis
Buffalo
Douglas

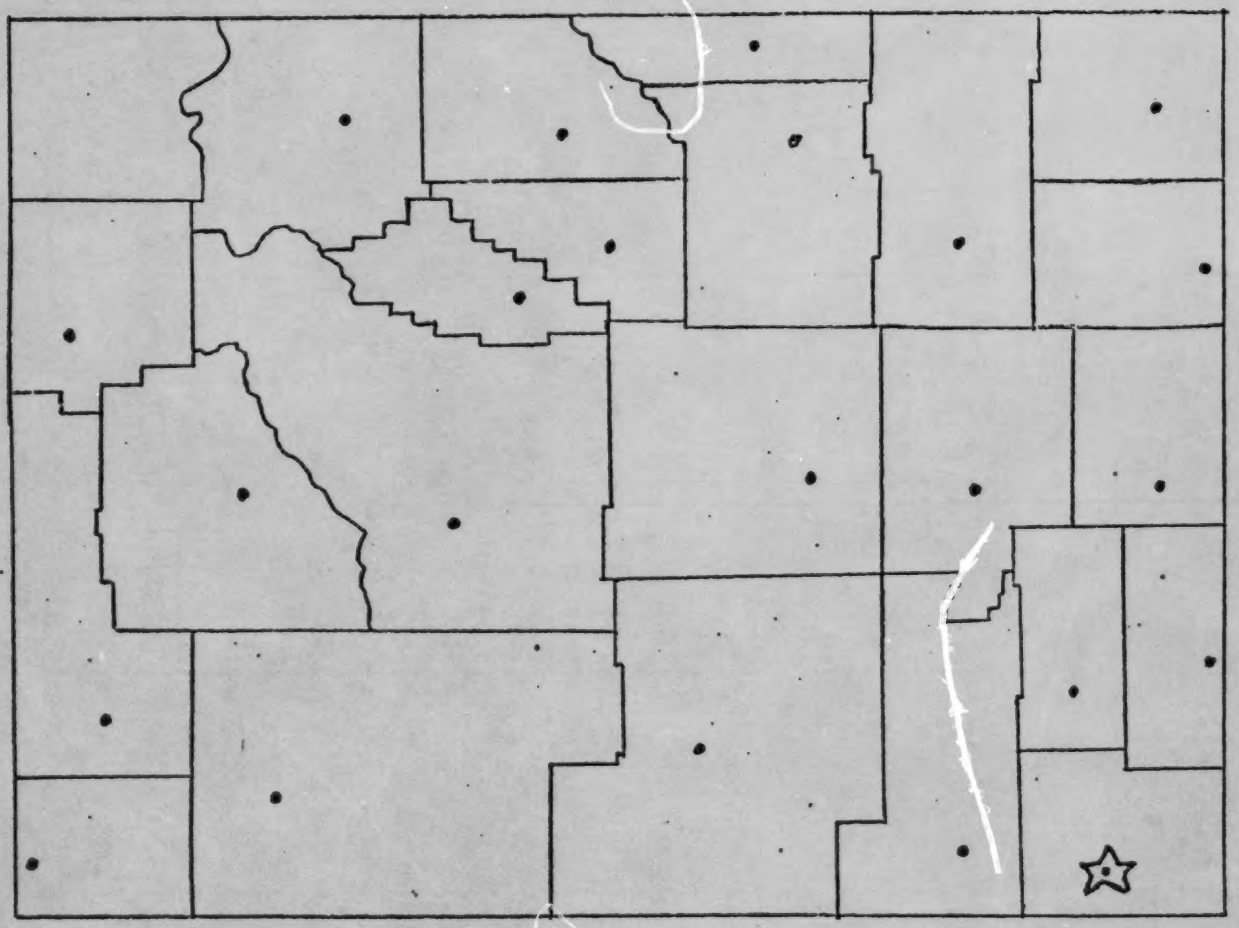
Evanston
Laramie
Cheyenne
Lander
Casper

Green River
Sheridan
Torrington
Cody
Rawlins

Jackson
Lusk
Basin

COUNTIES AND COUNTY SEATS

Using the map below, locate the counties by number and county seats by letter as indicated.



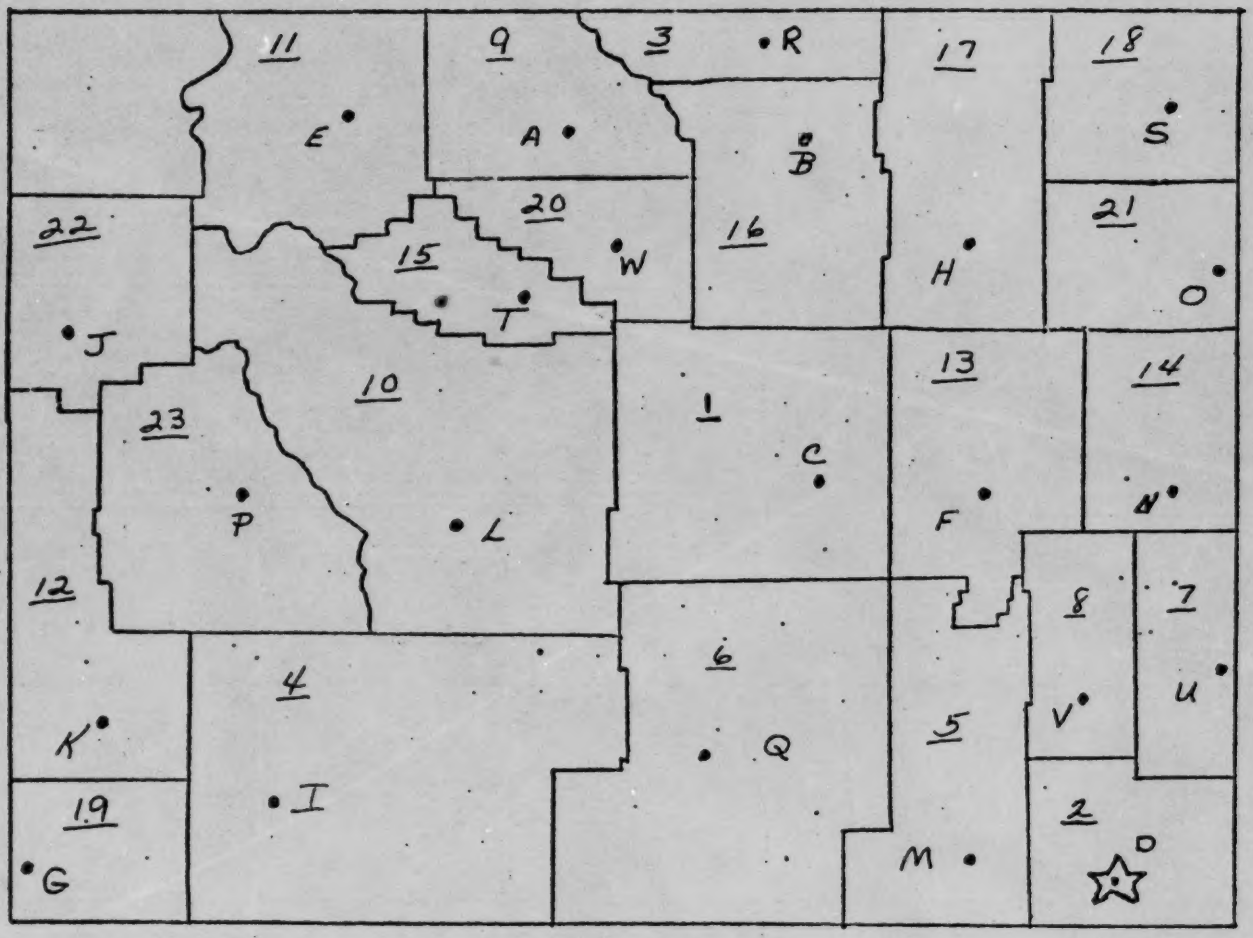
COUNTIES				COUNTY SEAT			
1.	Natrona	13.	Converse	A.	Basin	M.	Laramie
2.	Laramie	14.	Niobrara	B.	Buffalo	N.	Lusk
3.	Sheridan	15.	Hot Springs	C.	Casper	O.	Newcastle
4.	Sweetwater	16.	Johnson	D.	Cheyenne	P.	Pinedale
5.	Albany	17.	Campbell	E.	Cody	Q.	Rawlins
6.	Carbon	18.	Crook	F.	Douglas	R.	Sheridan
7.	Goshen	19.	Uinta	G.	Evanston	S.	Sundance
8.	Platte	20.	Washakie	H.	Gillette	T.	Thermopolis
9.	Big Horn	21.	Weston	I.	Green River	U.	Torrington
10.	Fremont	22.	Teton	J.	Jackson	V.	Wheatland
11.	Park	23.	Sublette	K.	Kemmerer	W.	Worland
12.	Lincoln			L.	Lander		

24

TEACHERS KEY

COUNTIES AND COUNTY SEATS

Using the map below, locate the counties by number and county seats by letter as indicated.



COUNTIES

1. Natrona
2. Laramie
3. Sheridan
4. Sweetwater
5. Albany
6. Carbon
7. Goshen
8. Platte
9. Big Horn
10. Fremont
11. Park
12. Lincoln
13. Converse
14. Niobrara
15. Hot Springs
16. Johnson
17. Campbell
18. Crook
19. Uinta
20. Washakie
21. Weston
22. Teton
23. Sublette

COUNTY SEAT

A. Basin
B. Buffalo
C. Casper
D. Cheyenne
E. Cody
F. Douglas
G. Evanston
H. Gillette
I. Green River
J. Jackson
K. Kemmerer
L. Lander
M. Laramie
N. Lusk
O. Newcastle
P. Pinedale
Q. Rawlins
R. Sheridan
S. Sundance
T. Thermopolis
U. Torrington
V. Wheatland
W. Worland

STATE NICKNAMES

Listed in the lefthand column are states along the Upper Missouri and Western Frontier. Pair them with their nicknames in the righthand column.

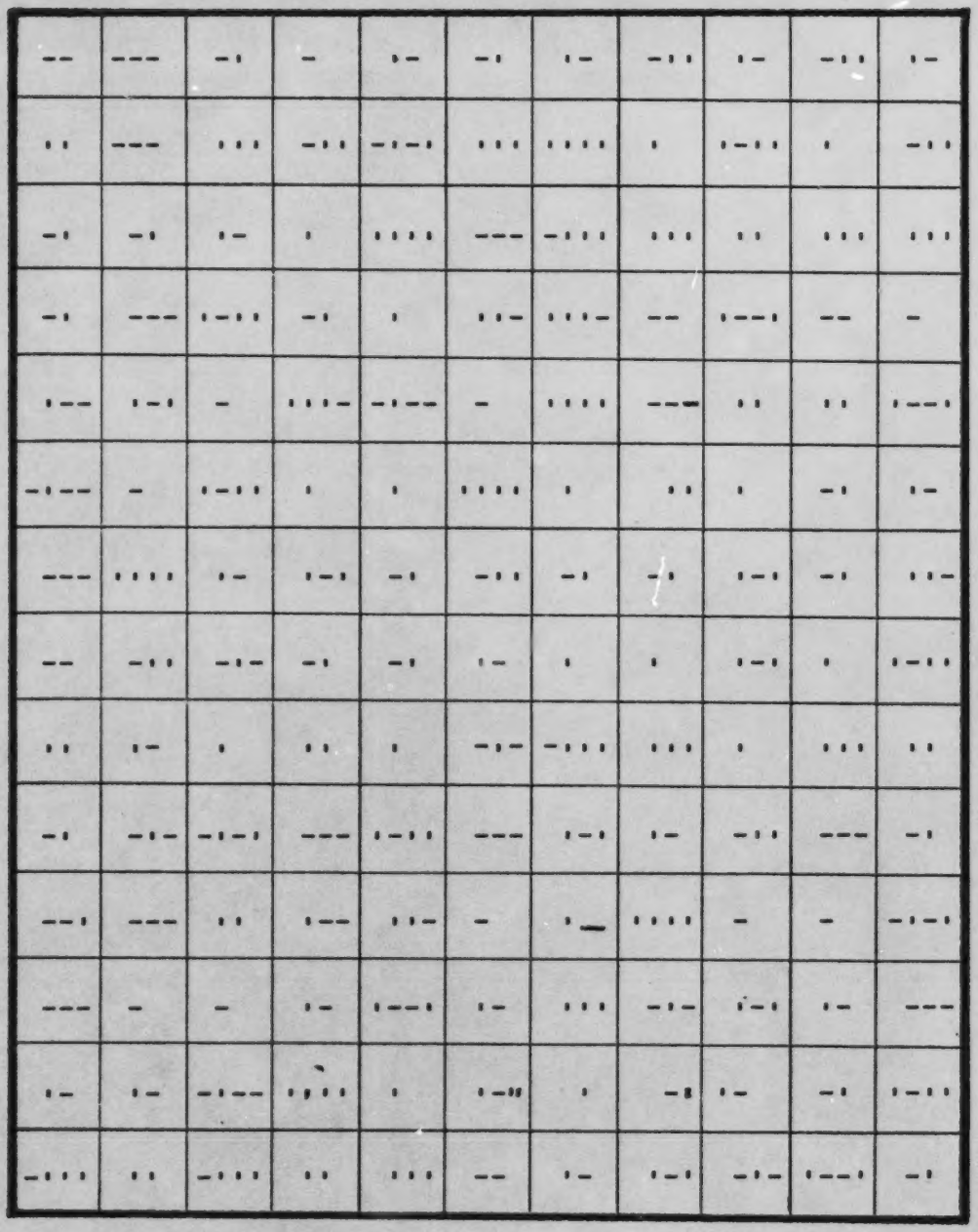
1. Minnesota ____	a. Buckeye State	j. Sious State
2. Utah ____	b. Prairie State	k. Centennial State
3. Montana ____	c. Hawkeye State	l. Beehive State
4. Nebraska ____	d. Coyote State	
5. Colorado ____	e. North Star State	
6. Wyoming ____	f. Badger State	
7. North Dakota____	g. Cornhusker State	
8. South Dakota____	h. Treasure State	
9. Iowa ____	i. Equality State	

TEACHER'S KEY
STATE NICKNAMES

Listed in the lefthand column are states along the Upper Missouri and Western Frontier. Pair them with their nicknames in the righthand column.

1. Minnesota (e)	a. Buckey State	j. Sioux State
2. Utah (l)	b. Prairie State	k. Centennial State
3. Montana (h)	c. Hawkeye State	l. Beehive State
4. Nebraska (g)	d. Coyote State	
5. Colorado (k)	e. North Star State	
6. Wyoming (i)	f. Badger State	
7. North Dakota (j)	g. Cornhusker State	
8. South Dakota (d)	h. Treasure State	
9. Iowa (c)	i. Equality State	

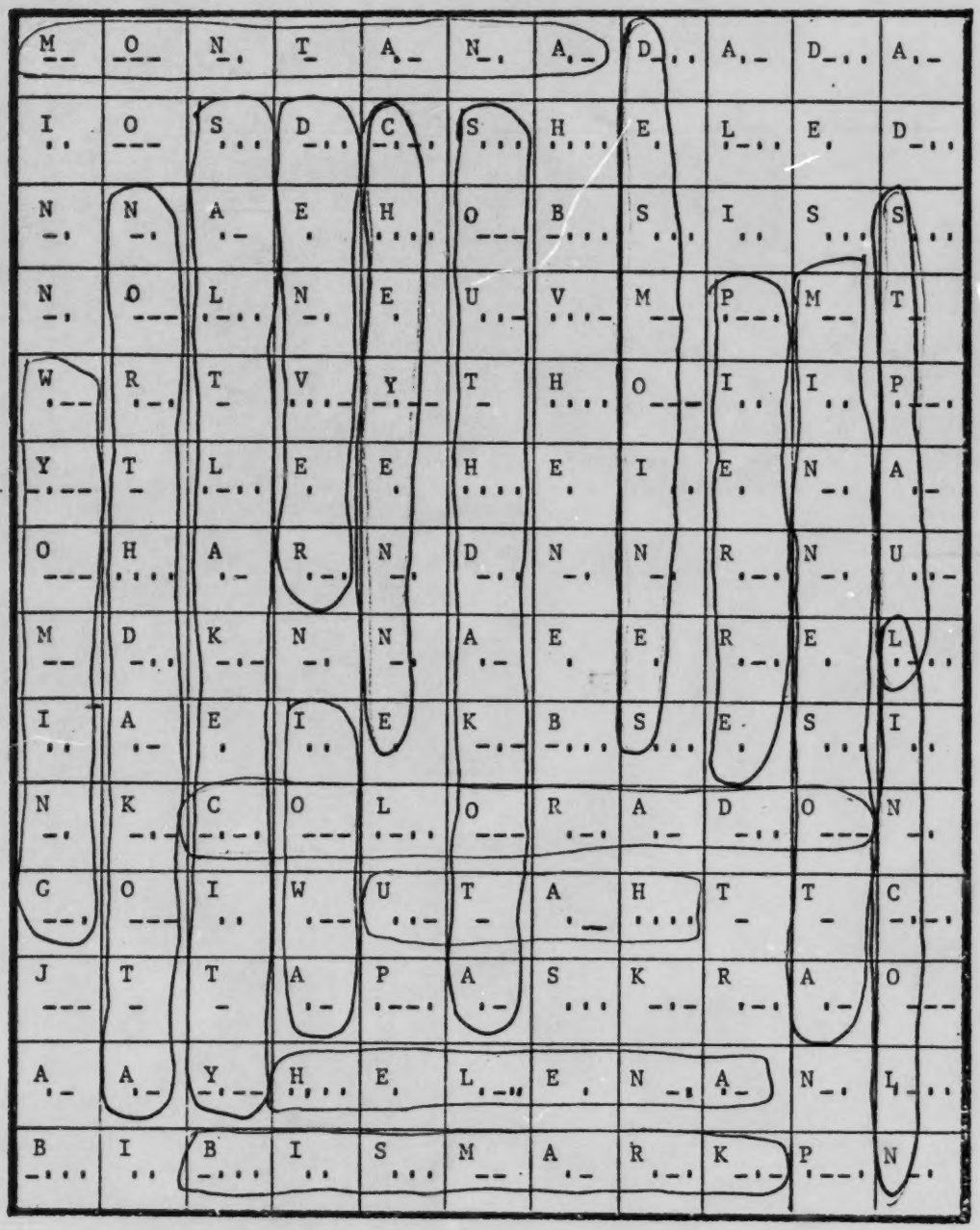
STATES AND CAPITOLS IN MORSE CODE



Find the states and capitols in the code above. Look up Morse Code (the International Version) in World Book Encyclopedia.

COLORADO IOWA MINNESOTA MONTANA NEBRASKA
NORTH DAKOTA SOUTH DAKOTA UTAH WYOMING
DENVER DES MOINES ST. PAUL HELENA LINCOLN
BISMARK PIERRE SALT LAKE CITY CHEYENNE

STATES AND CAPITOLS IN MORSE CODE


M O N T A N A D A D A
I O S D C S H E L E D
N N A E H O B S I S S
N O L N E U V M P M T
W R T V Y T H O I I P
Y T L E E H E I E N A
O H A R N D N N R N U
M D K N N A E E R E L
I A E I E K B S E S I
N K C O L O R A D O N
G O I W U T A H T T C
J T T A P A S K R A O
A A Y H E L E N A N L
B I B I S M A R K P N

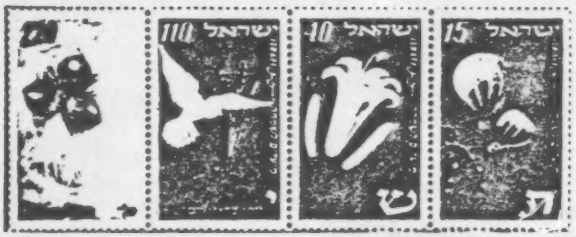
Find the states and capitols in the code above. Look up Morse Code (the International Version) in World Book Encyclopedia.

COLORADO IOWA MINNESOTA MONTANA
NORTH DAKOTA SOUTH DAKOTA UTAH WYOMING
DENVER DES MOINES ST. PAUL HELENA LINCOLN
BISMARK PIERRE SALT LAKE CITY CHEYENNE

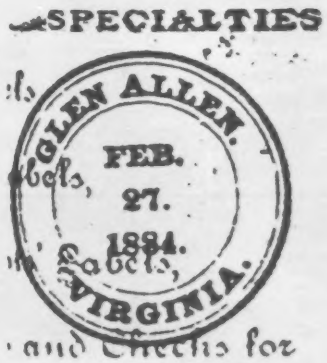
29

How to Start a Stamp Collection

The earliest record of stamp collectors is of a young lady from London in 1841 who wanted to cover her entire dressing room with postage stamps. Since then people all over the world have collected all kinds of postal stamps. Some specialize in commemorative editions, others in countries, periods of history, famous people. There are clubs, societies, and local stores which aid people in their search for collection additions. Here are a few suggestions for the novice collector.



1. You will need a few basic materials: a few stamps that interest you, a small album, hinges, tweezers or tongs, and a magnifying glass. Many stamp stores sell basic kits.
2. Look for quality stamps. Stamps in good condition will give you and your friends more pleasure in viewing them. It will also enhance your sale price should you decide to sell your collection.
3. Properly storing your stamps will preserve them for years. This will be an advantage for you in viewing them. Handle the stamps with a tweezers and fasten securely in your book with hinges.
4. See "How to Mount a Collection" for another display idea. Some collectors and societies have regular showings. These could give you some idea of what other people are interested in.
5. Here are a few things considered by a collector. Perforate, detail in the picture, coloring, centering, presence of original gum, clearness of cancellation mark, general condition.

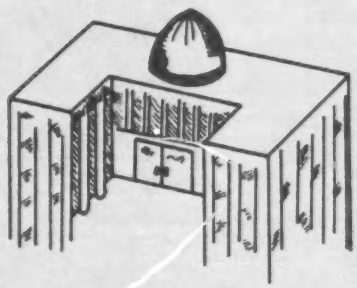


all 30 42

How to Make a Replica of your Capitol

Your state capitol building can be an interesting center of focus for government studies. The architecture as well as the famous people, laws and noteworthy historical events centered around this building can bring you closer to the history of your state.

1. Use "How to Build a Model Town" for the basic structure of your building and special effects.
2. The dome (if your capital has one) may be made from paper pulp over a ball of paper. See "How to Make Paper Pulp Animals".
3. After such details as columns, windows and domes are in place, paint with two coats of white latex paint.



Paper pulp over ball of paper

How to Make a Flag

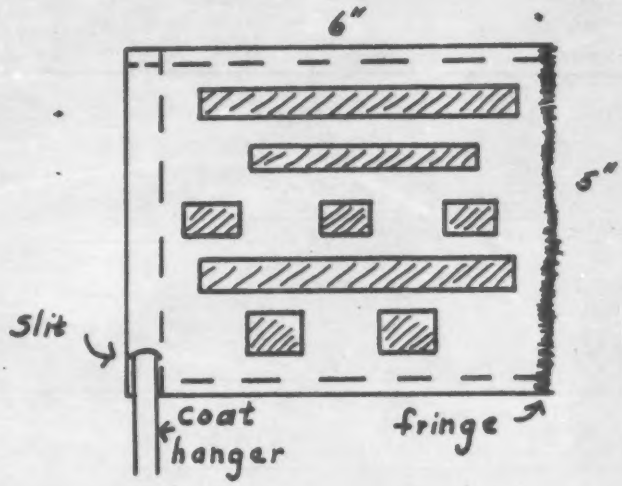
Flags were used throughout history to represent such things as families and governments, or to signal rallying points or messages (as in the Navy). The United States has had many flags flown over it. Try copying some of them or design one of your own. Use contrasting colors and leave off unnecessary wording.

MATERIALS:

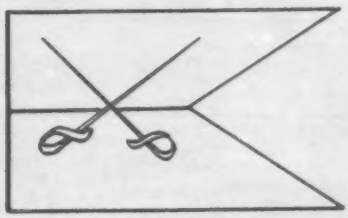
light weight material, glue, needle and thread or kiddie sewing machine, glue, rule, pencil, scissors, 14" length of coat hanger.

PROCEDURE:

1. Cut material 6" x 5". (Dimensions may be altered.)
2. Fold over ½" on the left (short) edge. Glue or stitch down. Fringe the right edge.
3. Stitch or glue under ½" on the two long sides.
4. Slit the left seam near the bottom line. Insert the 14" wire into the pocket on the left side.
5. Cut designs to fit your flag. Stitch or glue in place. It is traditional to do both sides.

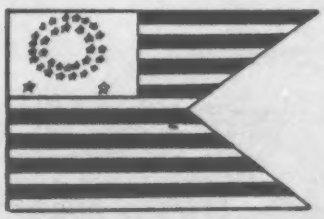


Battle Flags of the Little Bighorn



Gold stars on blue field

Red and white strips



Red top

Blue Bottom

White Crossed Swords

The Fremont Flag

Blue design on white field

Red and White stripes

This flag was planted in 1842 by General John C. Fremont on the highest summit of the Wind River Mountains in Wyoming. It is now known as Fremont Peak.

How to Make a Jigsaw Puzzle

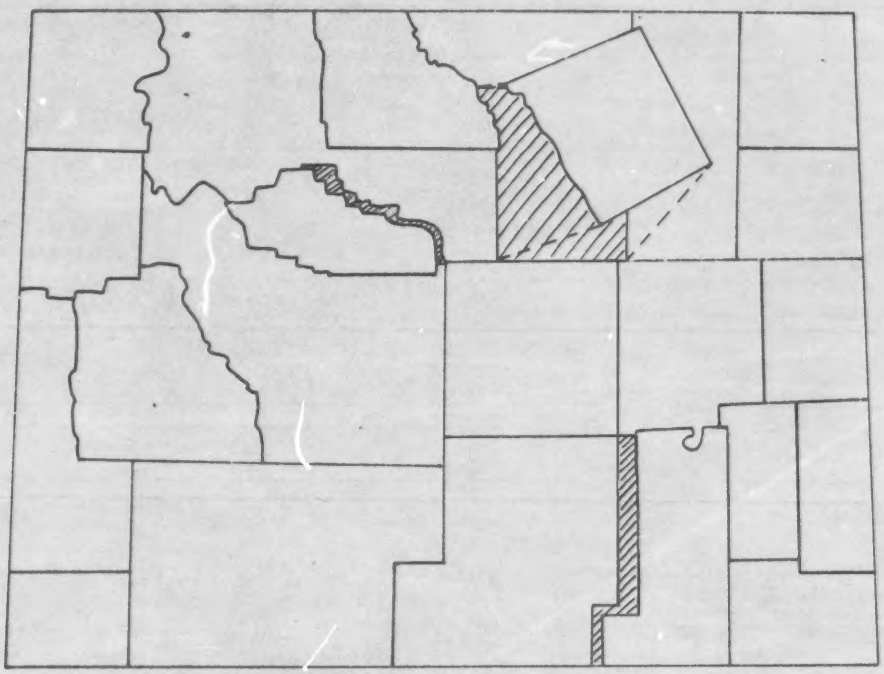
A good subject for this project idea is your own state. The pieces can be randomly cut: county outlines, parts of a geometric pattern, or anything else you might like.

MATERIALS:

Map of your state, rubber cement or white glue, cardboard or masonite the size of your map, scissors or jigsaw.

PROCEDURE:

1. Fit the map to your backing (cardboard or masonite).
2. Rubber cement the back of the map and the surface of your backing. Let dry.
3. Place the map on the backing. Rub down working from the center to the outside. Be sure the edges are glued down. Or – use white glue on the backing. Place the map on top and rub down in the same manner.
4. Mark with a pencil the pieces to be cut - by county lines or irregular patterns.
5. Cut or saw along your pencil lines.



WYOMING

WY 32 44

House of Intro	Second House
___ To Com No. ___	___ To Com No. ___
___ Stand Report Do___Amd___Not___	___ Stand Report Do___Amd___Not___
___ Com Whole Do___Amd___Not___	___ Com Whole Do___Amd___Not___
___ 2nd Reading Amd___	___ 2nd Reading Amd___
___ 3rd Reading Amd___Pass__Fail__	___ 3rd Reading Amd___Pass__Fail__

This helps keep track of the bill's progress as it moves through the legislative process.

This number tells us this bill was filed in 1981 in the Legal Services Office, and it was given 555.01 as their reference number.

1981 STATE OF WYOMING 81LSO-555.01

HOUSE BILL NO. 285

This tells us it is bill number 285 to be introduced in the House of Representatives.

Juvenile court records.

TITLE OF THE BILL

Sponsored by: Representative CROWLEY

Person(s) who introduced the bill

Each line is numbered for easy reference.

A BILL

for

W.S. 14-6-239 refers to Wyoming Statute number 14-6-239. All laws have numbers.

AN ACT to amend W.S. 14-6-239 relating to records in juvenile proceedings; requiring records to be sealed upon completion of proceedings; authorizing release in certain circumstances; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 14-6-239 is amended to read:

14-6-239. Records and reports confidential; inspection. ~~All court records of~~

(a) THROUGHOUT proceedings pursuant to this act and

Crossed out words are to be left out of the new law if the bill is passed.

Words in all capitals are to be added to the new law if the bill is passed.

~~all--information--and--social,--medical--or--psychological reports-prepared-at-the-request-of-the-court-are-confidential-and-are-not,-except-by-written--order--of~~ THE COURT SHALL SAFEGUARD THE RECORDS FROM DISCLOSURE. UPON COMPLETION OF THE PROCEEDINGS, WHETHER OR NOT THERE IS AN ADJUDICATION, the court~~,-open-to-inspection-or-disclosure-to any-person-other-than-an-officer-of~~ SHALL ORDER THE ENTIRE FILE AND RECORD OF THE PROCEEDING SEALED AND the court ~~or a--party--to--the--action,~~ SHALL NOT RELEASE THESE RECORDS EXCEPT TO THE EXTENT NECESSARY TO MEET THE FOLLOWING INQUIRIES:

(i) FROM ANOTHER COURT OF LAW;

(ii) FROM AN AGENCY PREPARING A PRESENTENCE REPORT FOR ANOTHER COURT;

(iii) FROM A PARTY TO THE PROCEEDING.

Section 2. This act is effective May 20, 1981.

This tells us when the bill, if passed and signed, becomes law.

(END)

Juvenile court records.

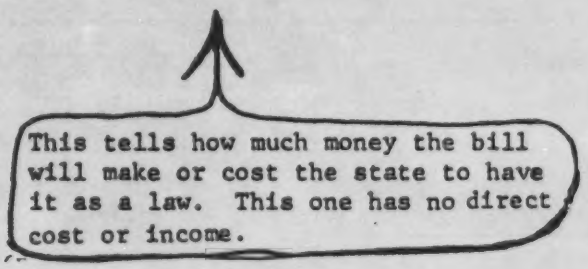
81LSO- 555.L1

FISCAL NOTE

Anticipated REVENUE to:	Fiscal Year 19	Fiscal Year 19
TOTAL ESTIMATED REVENUE		

Anticipated COST to:	Fiscal Year 19	Fiscal Year 19
TOTAL ESTIMATED COST		

No apparent fiscal or personnel impact.



STORIES

AND

CHARTS

POLITICS AND GOVERNMENT, 1920 - 1940

The term "Grand Old Man" has been applied to three Wyoming political leaders. One of them, Joseph M. Carey, died February 5, 1924, at the age of seventy-nine. His contributions to territory and state have been mentioned often. In brief, he served as United States attorney for Wyoming (1869-1871), associate justice of the Wyoming Territorial Supreme Court (1871-1876), territorial delegate to Congress (1885-1890), United States senator (1890-1895), and governor (1911-1915). He was "father" of the Wheatland Colony and owner of the famous CY cattle brand. Federal District Judge T. Blake Kennedy wrote in his memoirs that Carey was "possessed of a peculiarly vindictive disposition and temperament oft-time akin to a school girl." Said Kennedy: "He took to heart any opposition to himself and punished those who had opposed him in an exceedingly icy manner." Nevertheless, Kennedy called Carey "perhaps the most astute and effective stump speaker that Wyoming has produced." The Judge considered Carey a man of "preeminent ability...,a big man in big things."

The second Grand Old Man, Francis E. Warren, died November 24, 1929, at the age of eighty-five. He was territorial governor, 1885-1886 and 1889-1890, and first state governor briefly in 1890 before going to the United States Senate. He served in the Senate thirty-seven years and four days, which was the longest period of Senate service on record until Carl Hayden surpassed it in 1964. Just before his death Warren was making plans to run again in 1930. As chairman of the Senate Appropriations Committee from 1921-1929, he did just about all a senator could to further the interests of his constituents. The Denver News in June, 1929, called him the "West's great patronage dispenser." Head of the Republican party in Wyoming for many years, he was so well regarded by a majority of his constituents that he scarcely needed to campaign. Six months before he died, the New York Times said of him that "few Americans have led such useful lives..... He....works incessantly, always knows his subject, never says anything unless he has to and then something completely to the point tending to expedite the matter he has in hand."

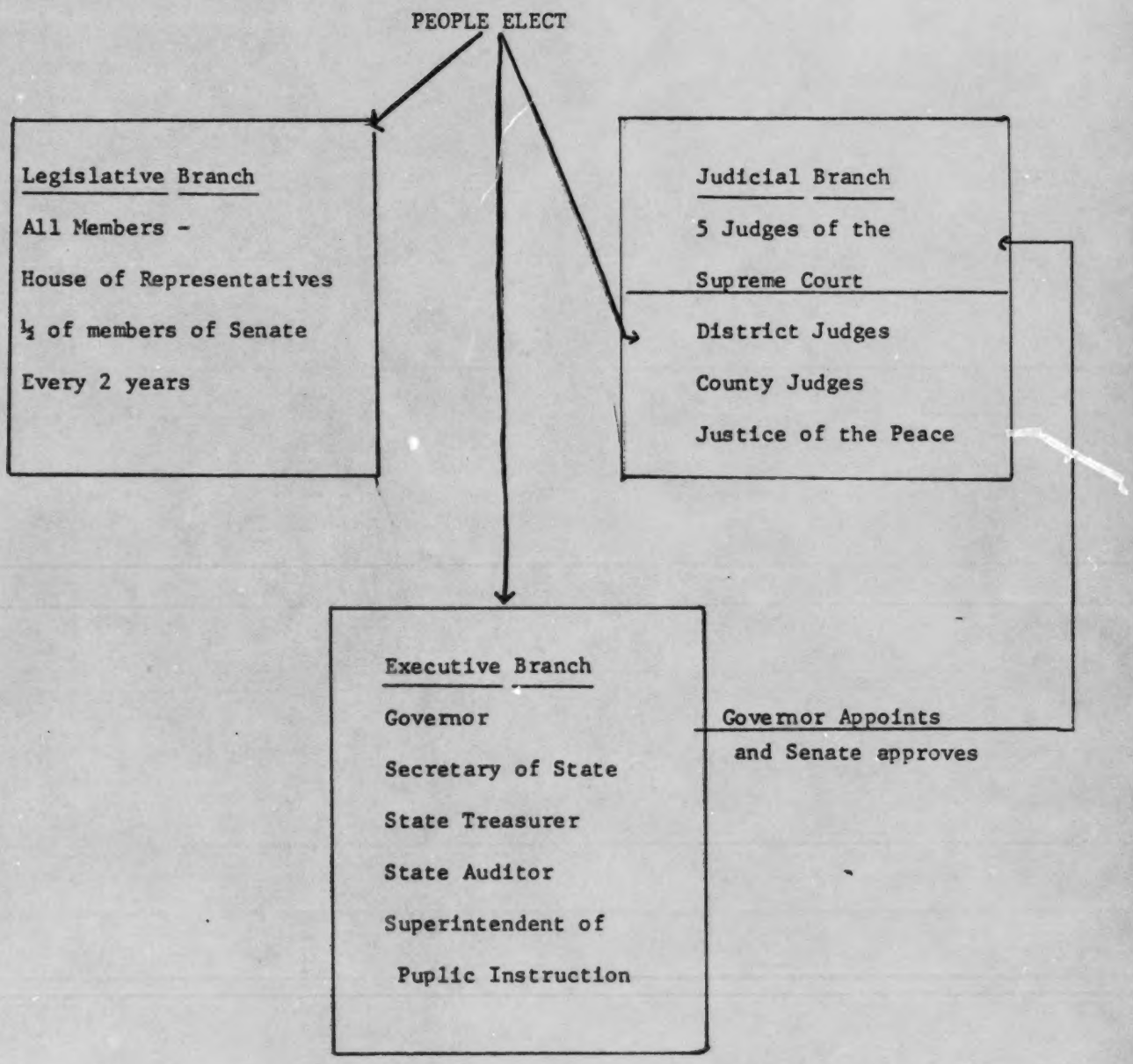
The third Grand Old Man, John B. Kendrick, died November 3, 1933, at the age of seventy-six. Unlike Carey and Warren, he was a Democrat. He was governor from 1915 to 1917. Elected to the United States Senate in 1916, he was re-elected in 1922 and 1928 by large majorities. His vote-getting power was probably the greatest in Wyoming history. He entered the Senate by defeating the four-term veteran Clarence D. Clark in 1916, kept his seat in 1922 against the formidable challenge of Frank W. Mondell, who left the position of majority floor leader in the United States House of Representatives to run against him, and then in 1928 defeated three-term Congressman Charles E. Winter. No matter whether it was a Democratic or Republican year, Kendrick was invincible in popular elections. In 1928, for instance, when Republican Herbert Hoover carried the state by a plurality of 23,449, Kendrick trounced Winter, no pushover, by almost 6,000 votes. Kendrick was not an ardent partisan,

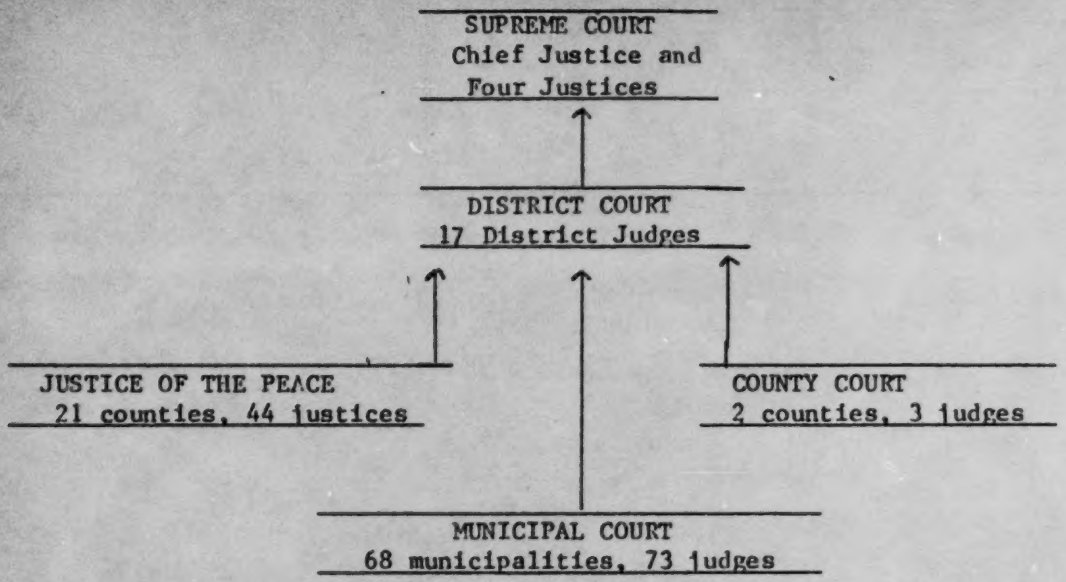
stating in the 1928 campaign, for example, that he had always tried to avoid partisan politics, desiring only to serve as a representative businessman. Charges which might have defeated many politician had no apparent effect when directed against Kendrick. While governor, he violated the state's corrupt-practices act and the law forbidding a state board member to buy state land. While senator, he often missed roll-call votes. He was not an orator. He did not pretend to be a statesman. He was merely an incomparable vote getter, recognized in 1928 by Jim Griffith, Sr., Lusk editor and Republican pundit, to be "the craftiest politician the state has ever produced."

Governors' wives sometimes influence legislation. Federal Judge T. Blake Kennedy, for example, attributed to Governor Robert D. Carey's wife, Julia, passage of the legislative act providing for state purchase of the Saratoga Hot Springs Reserve (420 acres) for fifty thousand dollars. The bill had been sidetracked, and then Julia became interested. She wagered six pairs of gloves with Kennedy that she could get the bill out of the wastebasket and passed by the Senate. Kennedy's recollections (in his memoirs) were:

She got the bill removed from an indefinite postponement, restored to the calender and passed....The Governor...knew nothing about this episode but when the Bill came to him he immediately sent for me and asked how it had occurred....I then told him of the incident and ventured the assertion that he was "sitting on a hot-spot" and if he didn't approve the Bill he would be more ridiculous in the eyes of the public than if he would meet the criticism of too much expense. He evidently saw the situation as I had explained it to him and approved the Act.

WYOMING GOVERNMENT





THE SUPREME COURT is the highest level of court in the state. It hears appeals from decisions of the district courts. It also supervises the other courts in the state.

THE DISTRICT COURT is the trial court of general jurisdiction. A district court exists in all 23 counties organized into judicial districts. Serious criminal cases, large civil cases, and juvenile and probate matters are decided in the district court.

THE COUNTY COURT operates in Laramie and Natrona counties. It hears the less serious criminal cases and smaller civil cases. Judges are full-time, and they must be lawyers.

THE JUSTICE OF THE PEACE COURT functions in the other 21 counties. Its jurisdiction is similar to that of the county court but not quite as extensive. Judges are frequently part-time and they do not need to be lawyers, but the majority of them are.

THE MUNICIPAL COURT has jurisdiction over violations of municipal ordinances. The judges are part-time and about half of them are attorneys.

RESOURCE PEOPLE

Resource people that can be contacted for more information.

Malcolm Cook
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Laramie County School District #1
2810 House Avenue
Cheyenne, Wyoming 82001

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Social Studies Consultant
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Cheyenne, Wyoming 82002

Terry Robinson
Facilitator - WySDM
2710 House (Clark Building)
Cheyenne, Wyoming 82001

Dr. Jim Johns
Laramie County Community College
1400 East College Drive
Cheyenne, Wyoming 82001

Betty Giffin
Information Officer
Capitol Building
Cheyenne, Wyoming 82001
777-7220

Dr. Ken Griffin
Political Science Department
University of Wyoming
Laramie, Wyoming 82071

SELECTED BIBLIOGRAPHY

SELECTIVE BIBLIOGRAPHY LISTINGS ON WYOMING GOVERNMENT

PUBLIC LIBRARY

Reports of the Governors of Wyoming, 1880-1890...Govt. Printing Off.,1880-1890

Trachsel, H.H...The Government and Administration of Wyoming...Crowell, 1953

Wyoming, Constitution of the State.....1893

Wyoming. Department of Immigration...S.A. Bristol Co., printers and binders

Wyoming, State of....Book of Governors.....Casper, Wyoming, 1926

OTHER BOOKS

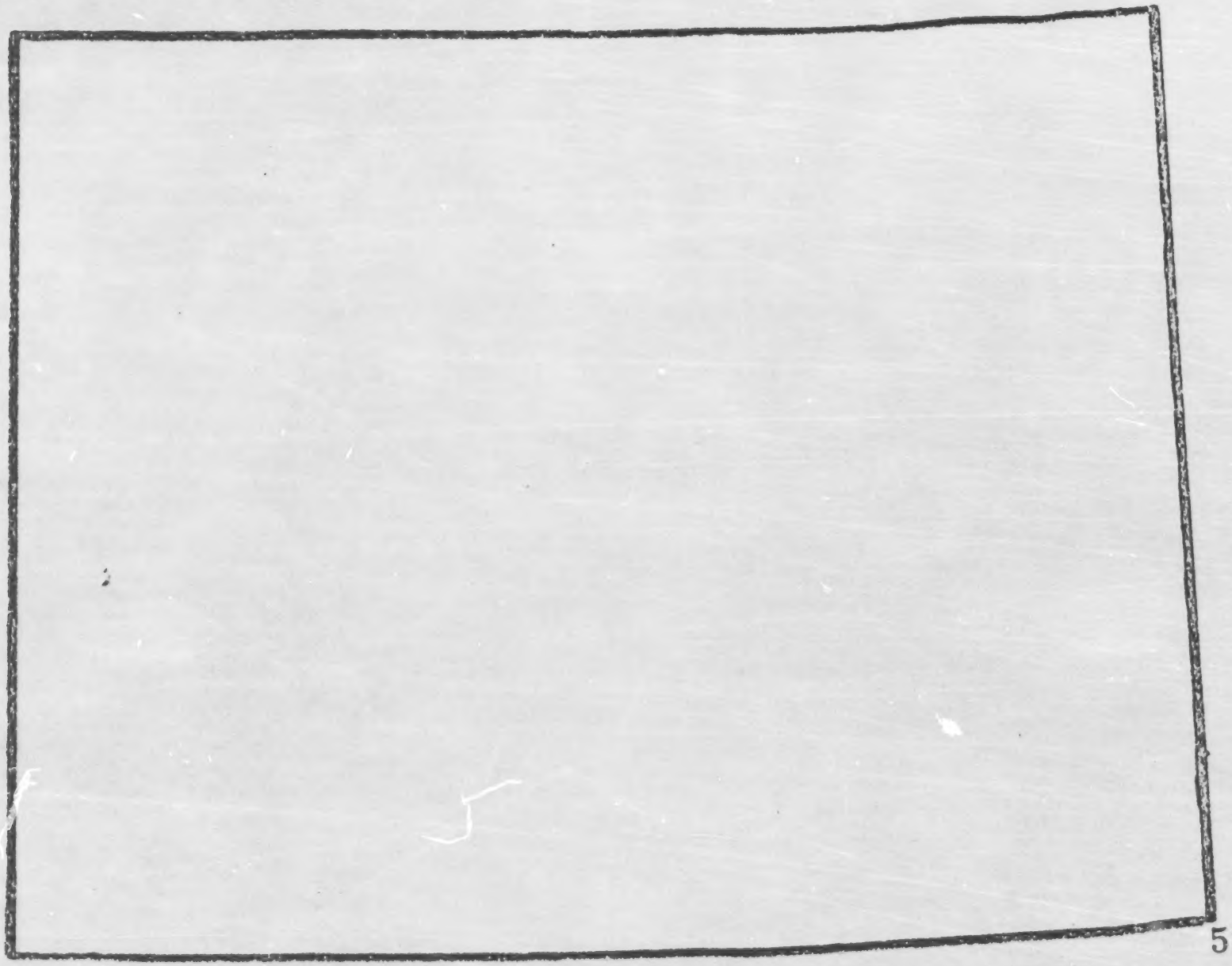
A Look at Wyoming Government.....Published by the League of Women Voters of Wyoming.....Revised 1979

Most Wyoming Government agencies publish reports on their activities. A bibliography of what is available can be obtained by calling 777-7284, or writing to Department of Economic Planning and Development, Barrett Building, Cheyenne, Wyoming 82002. Ask for the librarian or write to her attention.

Be sure to check the Instructional Materials Center's film collection catalog, printed by the district, for films that might be useful to your class on Wyoming studies. Also, check the Curriculum Center Catalog for useful items they have.

MAPS

WYOMING OUTLINE MAP



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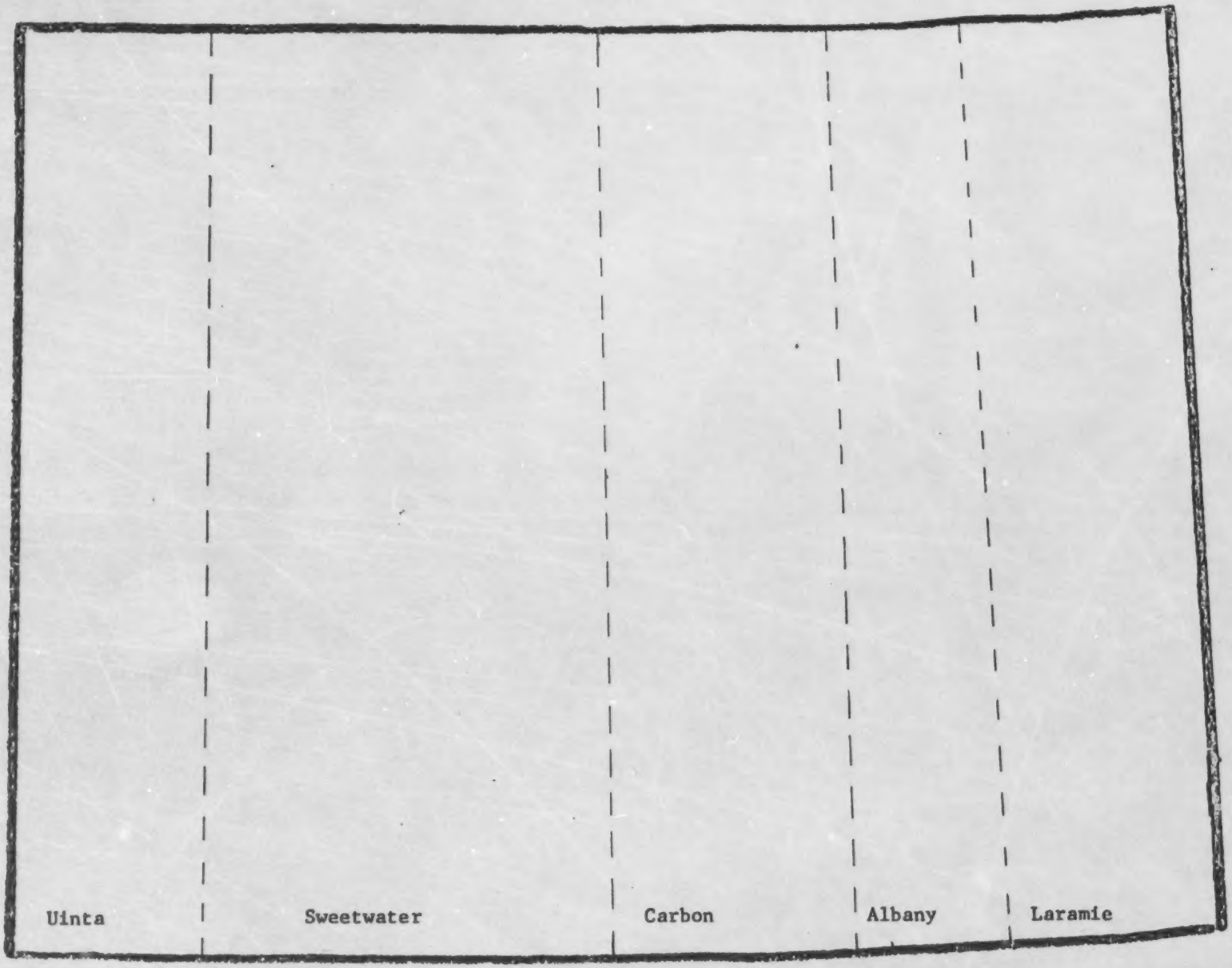
WYOMING OUTLINE MAP

WYOMING OUTLINE MAP

WITH COUNTIES IN 1870



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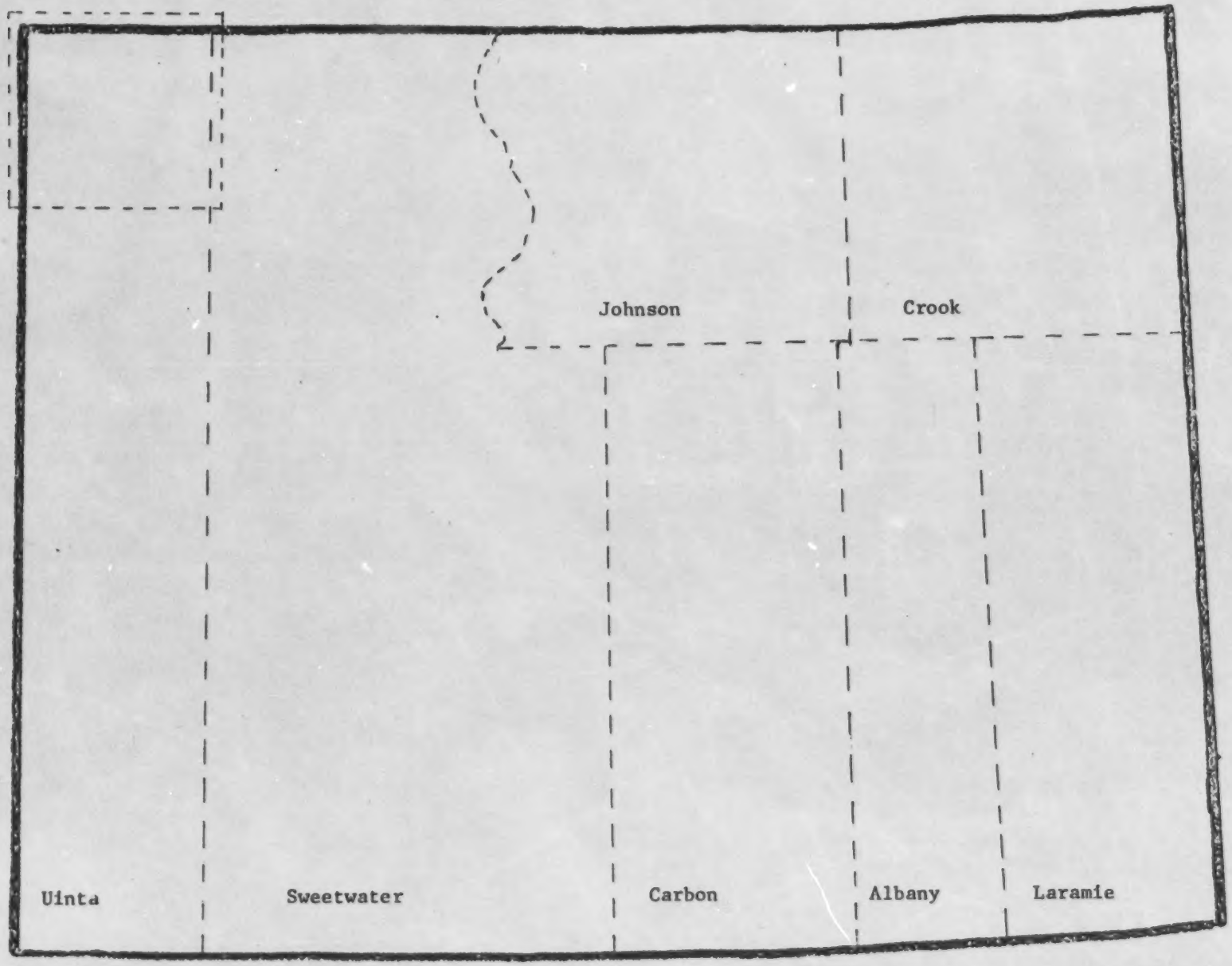
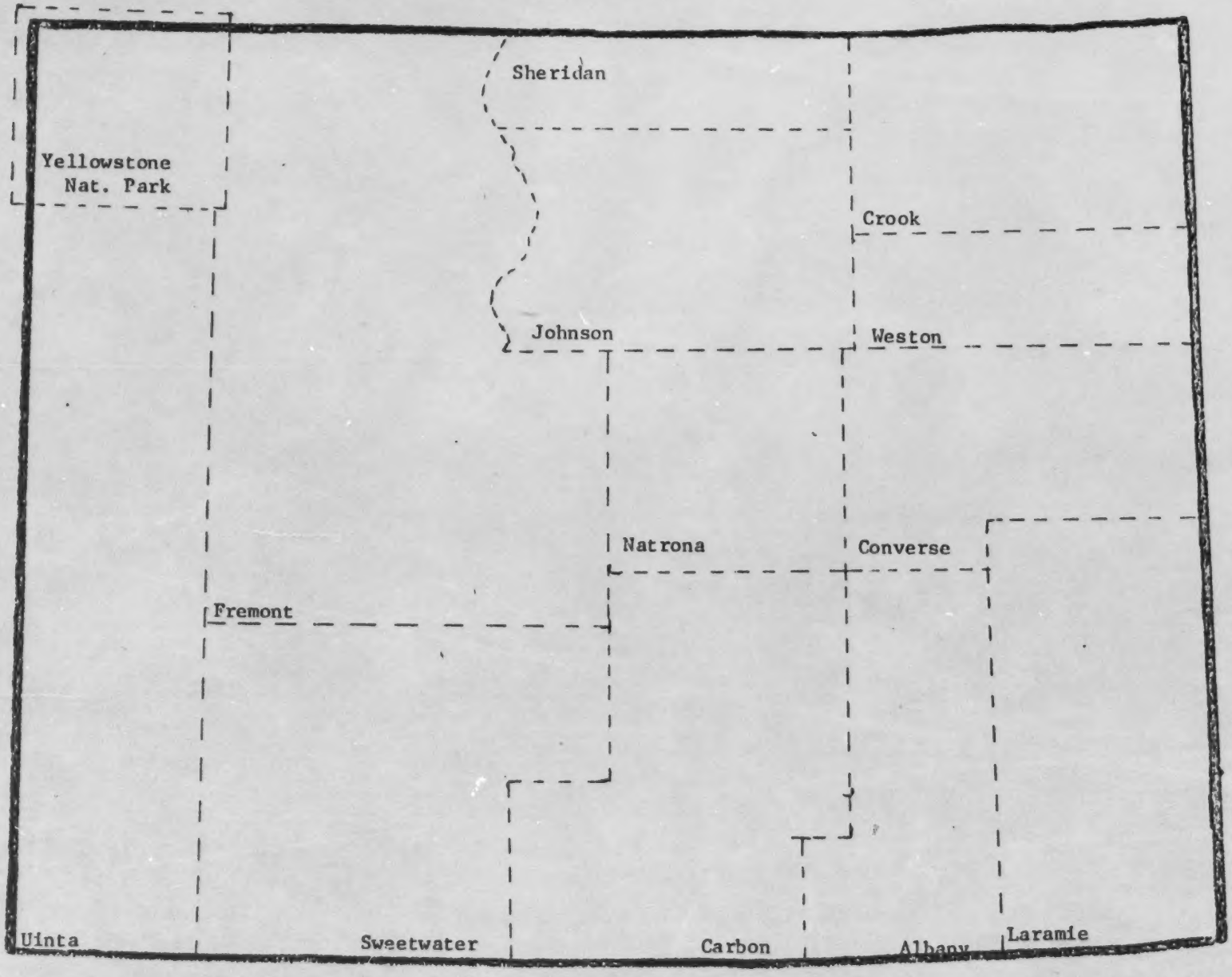
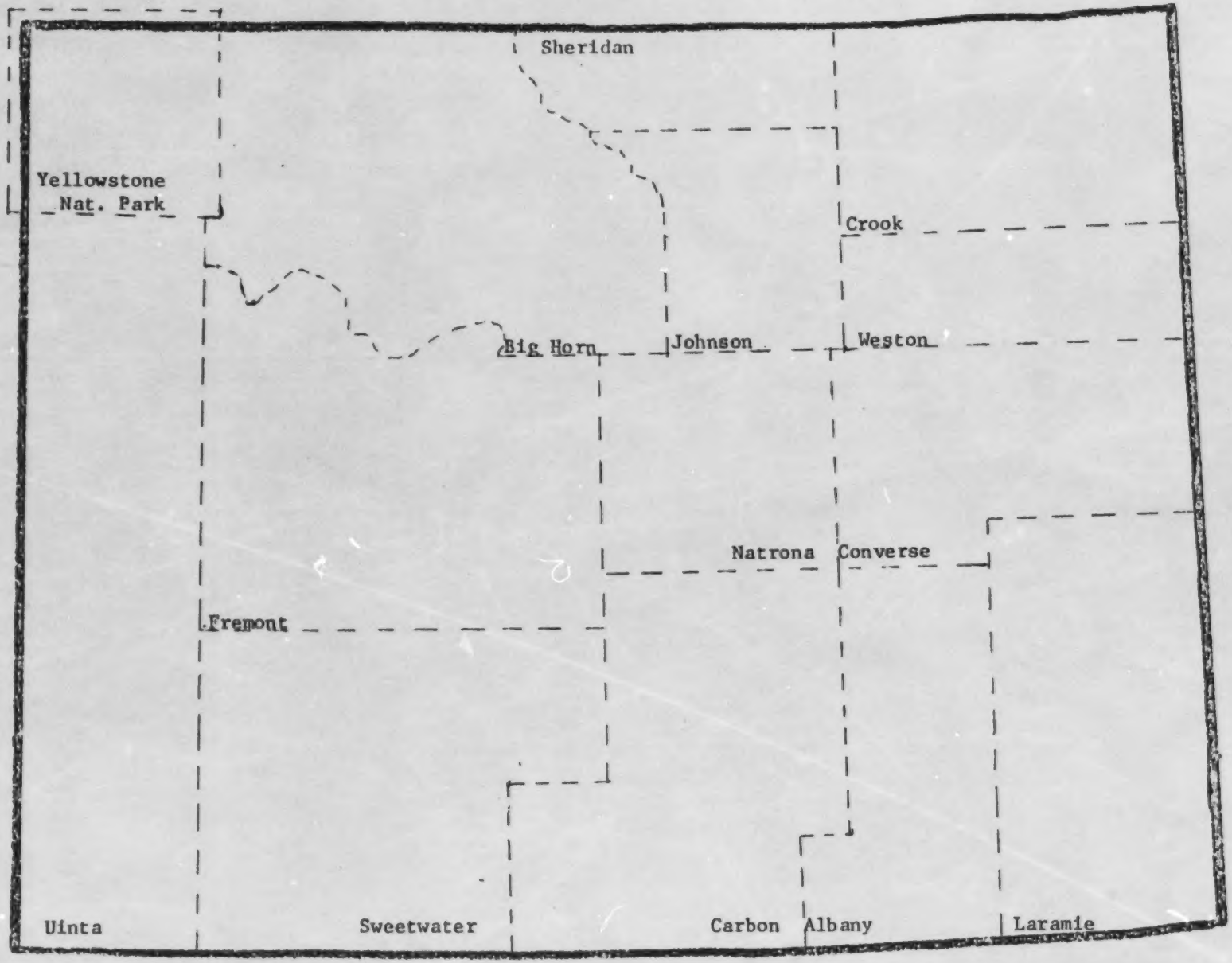
WYOMING OUTLINE MAP WITH COUNTIES IN 1880



WYOMING OUTLINE MAP WITH COUNTIES IN 1890



WYOMING OUTLINE MAP WITH COUNTIES IN 1900



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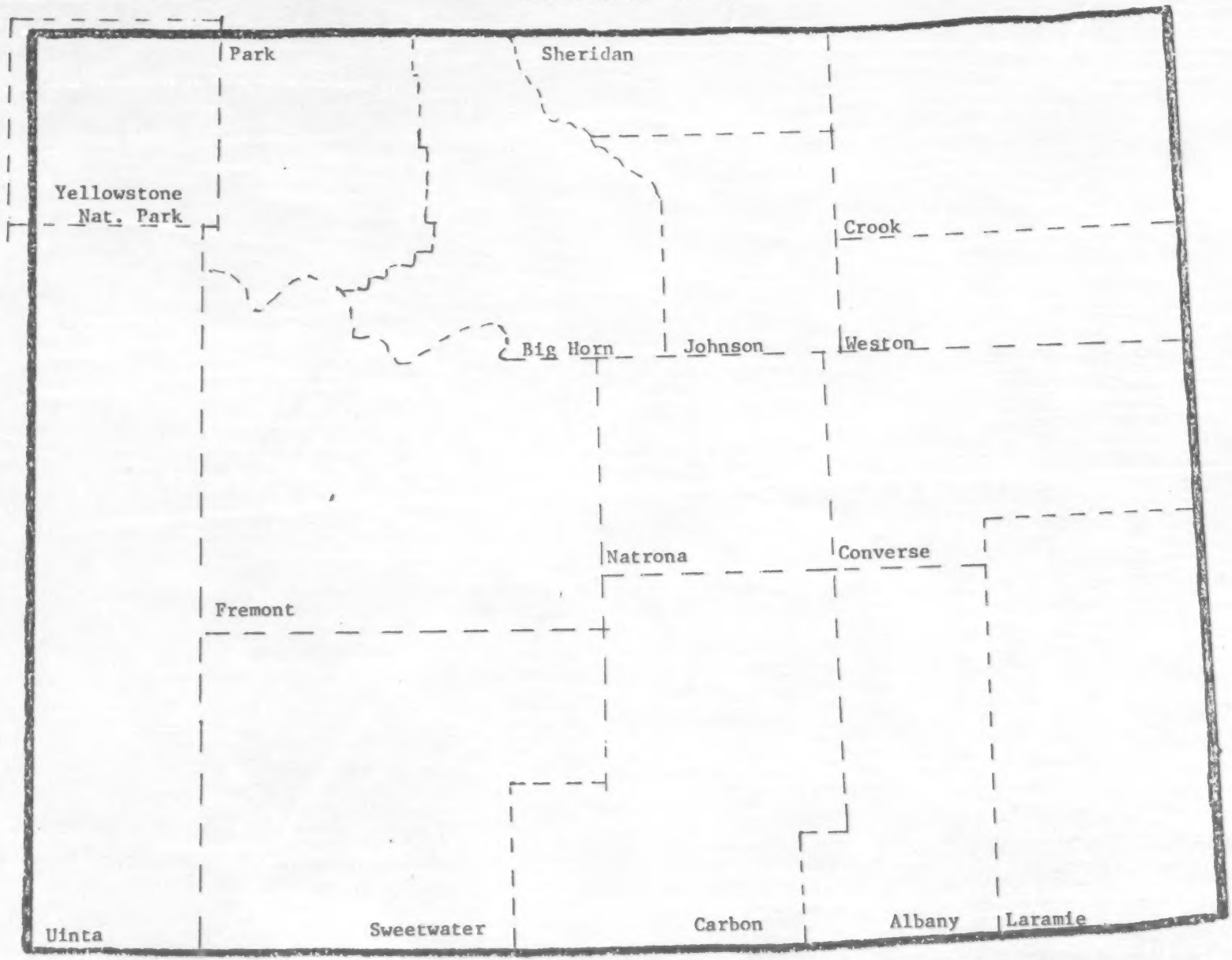
WYOMING OUTLINE MAP

WITH COUNTIES IN 1910



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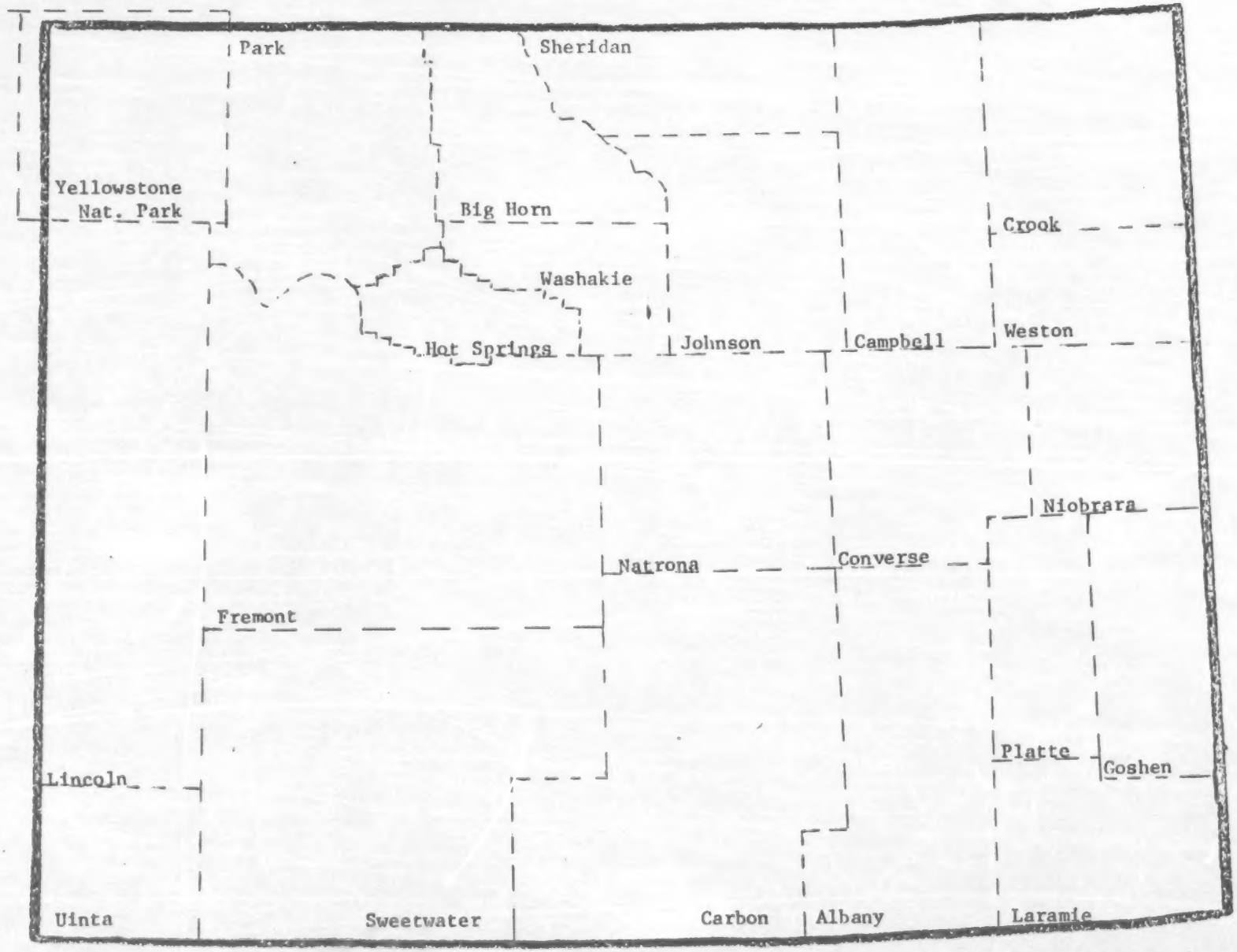
WYOMING OUTLINE MAP WITH COUNTIES IN 1920



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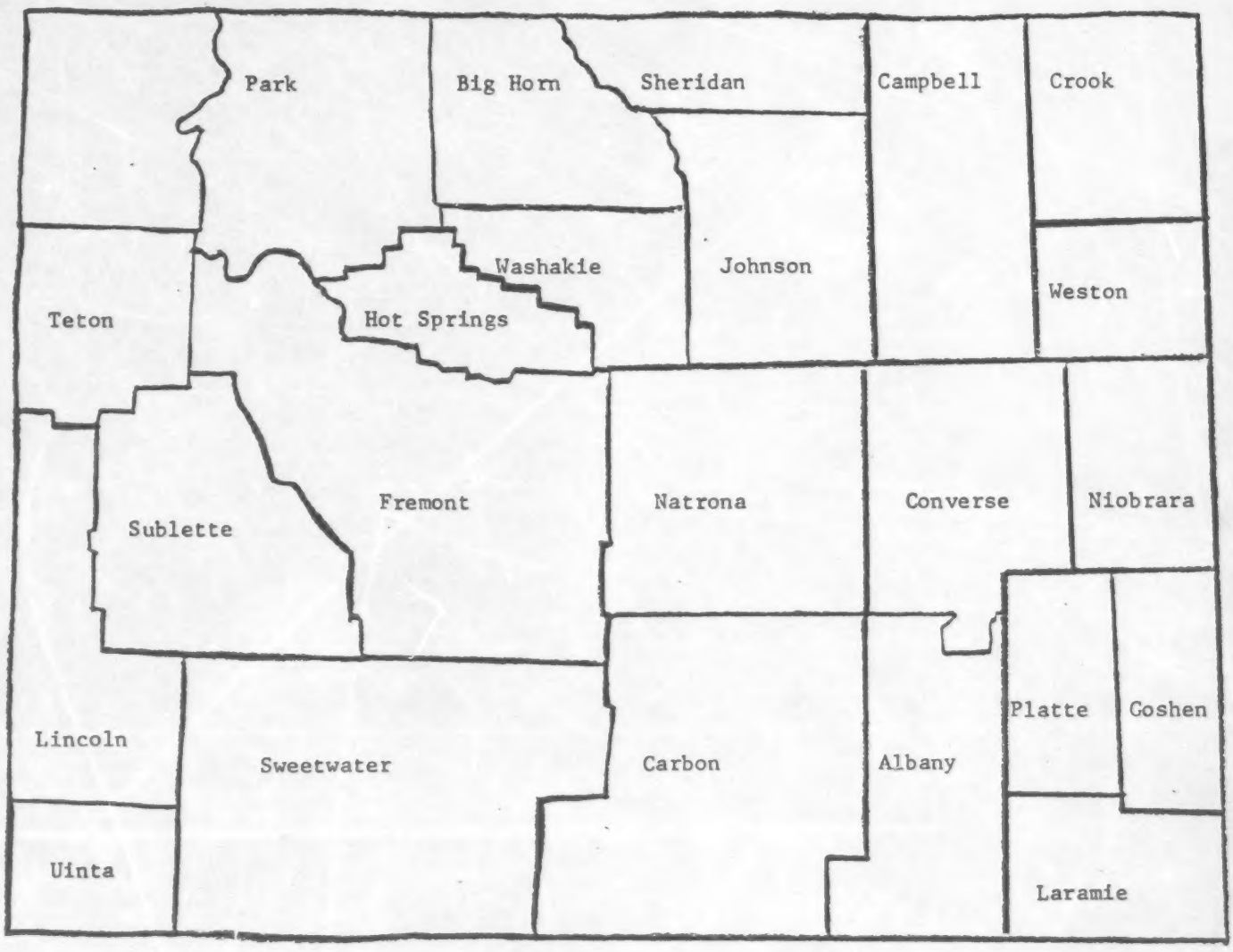
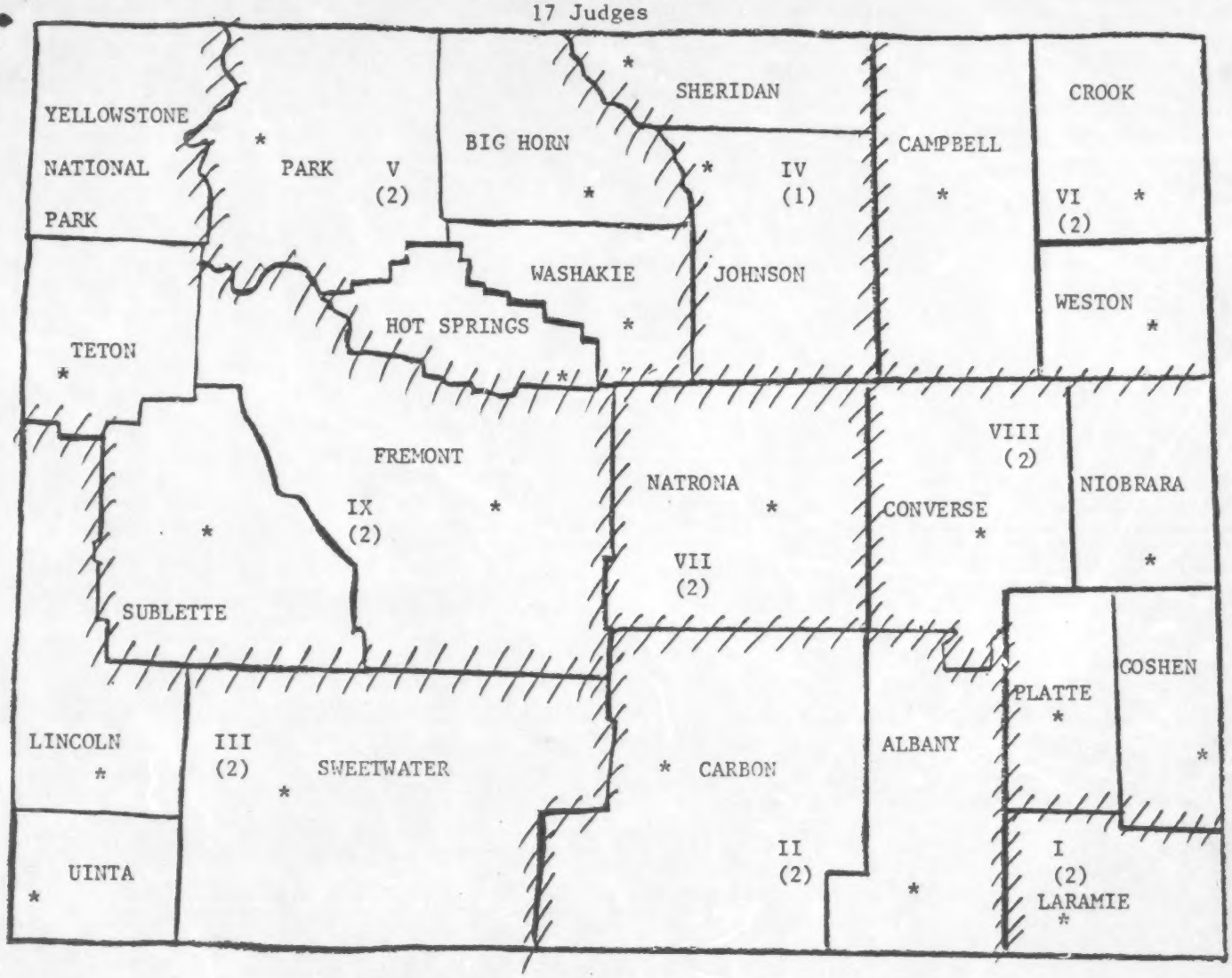
WYOMING COUNTY OUTLINE MAP

WYOMING OUTLINE MAP WITH COUNTY NAMES



JUDICIAL DISTRICTS
17 Judges



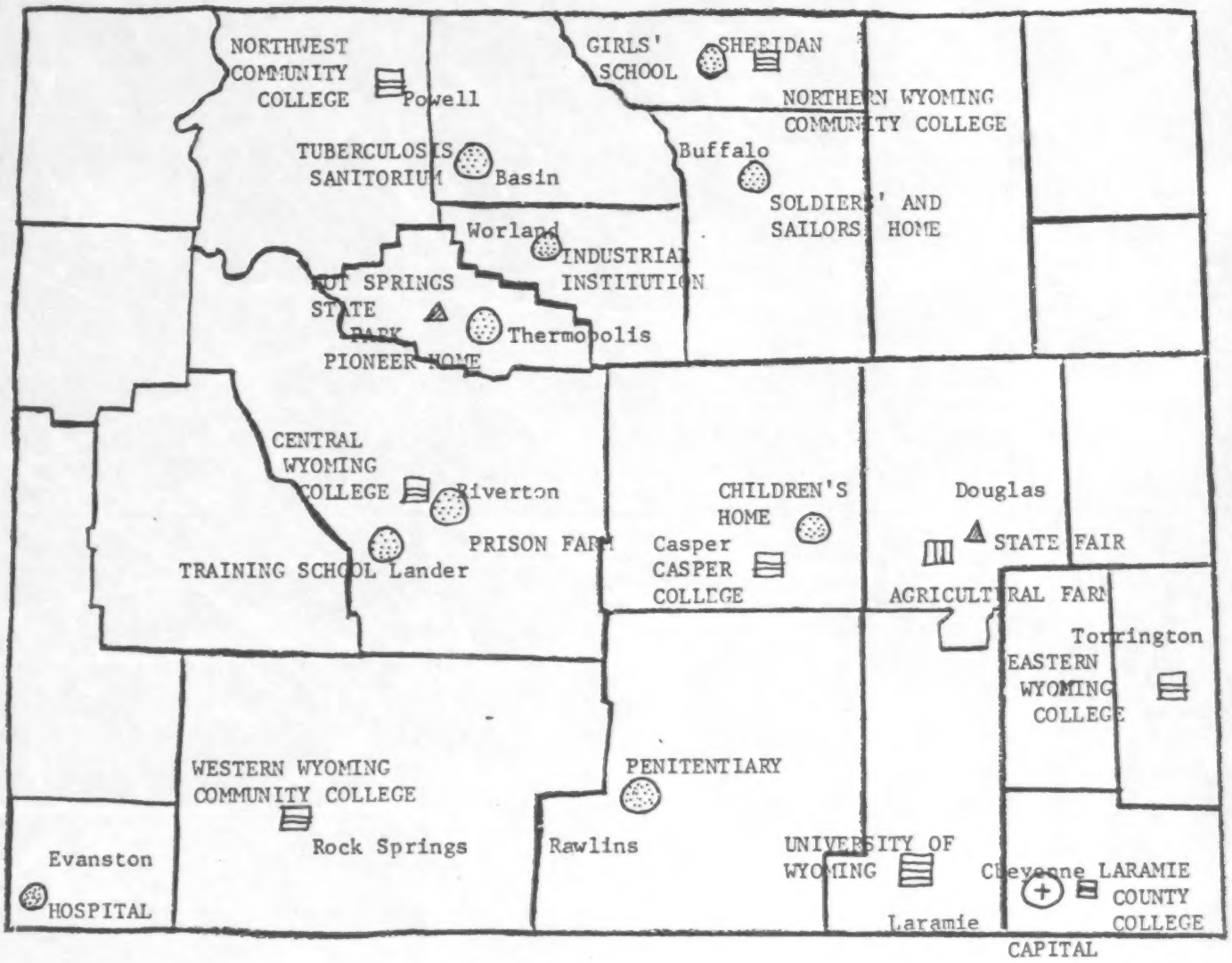
Roman numerals denote Judicial District Number.

Numbers in parentheses denote number of judges within District.

* Denotes County Seat.

////// Boundaries of Judicial Districts

WYOMING: STATE INSTITUTIONS



WELFARE AND REHABILITATION.....

HIGHER EDUCATION.....

MISCELLANEOUS.....